The Division also increased the number of referrals of handicapped students to their programs through surveys, staff training, information and other technical assistance to local school systems.

The Division also intensified technical assistance to help school systems comply with Section 504 of the Rehabilitation Act of 1973, assuring access of handicapped persons to all programs.

DIVISION OF EDUCATIONAL ADMINISTRATION

Wide-ranging activities were conducted to assist local school districts in developing and preparing educational goals, in accordance with state law. A publication relating to goal-setting was published and briefings were given to local school officials throughout the state.

The Division conducted a study of Teacher Demand and Shortage in Connecticut. It serves as a baseline for study of teacher supply and demand in the state.

Other publications developed within the Division were integrated into a report series. These documents range from the Data Acquisition Plan to the Compensatory Education Programs Report, to the High School Graduate Follow-Up Report. These reports contain valuable information about the condition of education in our state. The Division was responsible for developing the first state guidelines regarding what constitute adequate levels of instructional materials and staffing patterns.

The Division also completed and implemented a design for monitoring local school systems which submitted plans for reducing racial imbalance within their schools. All seven (7) school districts affected by the regulations have submitted plans to correct imbalances. These plans were subsequently approved by the State Board of Education.

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

A major activity undertaken by the Division this year involves formulating eleven guides to curriculum development. Prior to the year's end the State Board of Education approved the guides for language arts, mathematics, foreign language, physical education, social studies and science as well as a manual entitled "The Guide to Curriculum Development." These guides are a resource to local school districts as they attest to the fact that they have a planned, ongoing and systematic curriculum in each of the eleven areas mandated by state law. These programs must be in place by September 1, 1982.

Also begun this year was an effort to identify pilot sites in a research study on what makes an "effective school." Ten schools participated in this project during 1980-81. The major thrust during the first year of this effort involved sharing effective schools' characteristics with various elementary schools in the state. This process will include a greater number and a broader cross-section of schools next year during the 1981-82 school year.

The Division also awarded thirty-four professional development "mini-grants" to local school districts, while 70 on-site visits were made to schools and teacher centers to provide technical assistance in professional development programs.

LEGISLATIVE UPDATE

The state expresses its concern for, and oversight of, public education through the adoption of legislation. During the 1981 session, the General Assembly enacted a wide variety of measures into law.

The General Assembly placed responsibility for the provision of instructional technology, including television, with the State Board of Education. The State Board of Education was also given the authority to receive funds from private sources for purposes relating to elementary and secondary, adult, pre-school, vocational and special education (P.A. 81-74).

Beginning in the 1982-83 school year, school districts must provide at least 900 hours of actual school work in each school year (450 hours for nursery schools and kindergartens) and at least 4 hours of actual school work each school day (2½ hours for nursery schools and kindergartens). The required 180 day school year was not changed by this legislation (P.A. 81-78).

Special education students will participate in the local and statewide ninth grade proficiency testing and remedial programs, unless the planning and placement team determines that it would be inappropriate for such a student to do so (P.A. 81-141).

The legislature considered and adopted legislation concerning the powers and duties of boards of education and superintendents of schools. The law provides that the superintendent serve as the chief executive officer of the board; that employment of a superintendent be by election of the board of education (majority); that the superintendent have a written contract, if requested; that the board of education evaluate the performance of the superintendent annually; and that the requirement of a ballot vote for the election of a superintendent be eliminated (P.A. 81-196).

Adult education opportunities around the state will be enhanced as a result of legislation passed this year. A new law provides that, beginning in 1982-83, one mechanism will be used for state funding of adult education programs. The state contribution is based on a percentage (30%-70%) of eligible costs.

The legislature repealed sections of state law that deal with State Aid to Disadvantaged Children (SADC) program requirements and grants. The act also provides that any monies appropriated for purposes of SADC will be used for the Education Evaluation and Remedial Assistance Program (EERA).

EDUCATIONAL EQUITY LEGISLATION

In 1978-79 sweeping legislative activity resulted in the enactment of P.A. 79-128, An Act Concerning Equalization of Educational Financing and Equity in Educational Opportunity. The legislation provides for compensating state aid through a Guaranteed Tax Base (GTB) formula so that all towns will have nearly the same ability to pay for educational programs. This year the legislature:

- Capped the funding for 1981-82 at $306 million.

- Changed the guarantee level from the 9th wealthiest town to mean wealth plus two standard deviations.

- Included equipment in the definition of local expenditures for purposes of the GTB grant calculation.

- Included equipment in the definition of local expenditures for purposes of the Minimum Expenditure Requirement (MER).

- Provided that towns eligible for the $250 or $275 per pupil minimum grant would receive only a percentage of that minimum grant for 1981-82 but would, at full funding, receive the full $250/$275 per pupil.

- Added language to address the question of a change in a town's data elements during the grant year as follows:

  - after July 1 of the grant year, a change in one town's data would change only that town's grant; and

  - Changes in data requiring an additional appropriation could be made by the General Assembly in the current fiscal year while changes in data resulting in a reduced grant to a town would reduce the town's grant either in the current year or in the next fiscal year - at the choice of the town.

- Required that Equalized Net Grand Lists be calculated for all towns using uniform procedures.

- Increased the weighting of Aid for Families with Dependent Children (AFDC) from ¼ to ½ for purposes of calculating each town's Minimum Expenditure Requirement.

- Expanded the alternate Minimum Expenditure Requirement to allow all towns in the lower ½ in wealth regardless of school tax rate ranking to use this alternative, provided that the town's school tax rate did not decline (using the 2nd previous year's data compared with the 3rd previous year's data). The alternate MER required that an eligible town spend in 1981-82 at least what it spent in 1980-81 plus all its new GTB aid. Under current law a town must be in the top half in school tax effort to qualify for the alternate Minimum Expenditure Requirement.

- Another new state law provides a new mechanism for local and state payment of educational costs of special education children placed by state agencies. For the fiscal year beginning July 1, 1981 the school district where the child's parents reside will be responsible for the educational planning and costs for the child regardless of the placement location. The state will continue to be responsible for 100% of the non-educational costs and will assume 100% of certain excess costs on a current basis and reimbursement of other costs on a 30% - 70% sliding scale. The act also extends the life of the Special Education Study Committee.

CONDITION OF EDUCATION, 1980-81

During the past school year, enrollment continued its decade long plunge. From a high of 667,000 in 1971, enrollment dropped to 535,479. This trend will continue through the decade, though the level of decline will taper off over the period.

Enrollment of minority students, however, does not show evidence of a similar fall-off. In 1980-81, 97,497 minority students attended public schools, with 63 percent of that total attending class in one of the five largest cities in the state. Minority students now represent 18 percent of the total public school pupil population.

Quite expectedly, many local districts have had to make decisions about closing schools, particularly at the elementary level. Between 1979 and 1980, 17 elementary schools in the state closed and nine middle and junior high schools shut down, while the number of senior high schools remained the same.

As a result of the increase in support staff and special education personnel, the number of full-time certified staff members in the schools will continue to be just under 40,000.

In June 1980, 37, 683 students graduated from public high schools in Connecticut. Approximately 61 percent of the graduates were enrolled in post-secondary education programs the following year. Of the 33 percent of the students who chose not to continue their formal education, about 76 percent indicated that they were employed, 9 percent were unemployed and 10 percent within the military.

The status of enrollment in the state's 17 regional vocational-technical schools stands in direct contrast to the declining enrollment pattern described earlier. These schools, which comprise Connecticut's largest secondary school system, are only able to accept one of every two students looking for admission. In 1980-81, 13,125 full-time day students received a vocational-technical education in these schools, while projections show over 600 more students will be registered in 1981-82.

In addition to the full-time day programs, the state operates five vocational-technical satellite programs. Students enrolled receive academic courses at their regular high school and vocational training in the satellite facility. In 1980-81, 605 students were enrolled in these programs.

The schools also serve a large number of adults. Over 9,200 adults were involved in vocational-technical school programs.

THE COST OF PUBLIC EDUCATION

In Connecticut, the total amount of funds spent on public education from all sources was $1.6 billion. The local share was 60 percent, the state share was 33.5 percent and the federal share was 6.5 percent. The state share of educational funding increased from 1979-80.

The total of State Department of Education expenditures, from all sources in 1980-81, was $562,997,542. Of that amount, $505.1 million, or 89.7 percent, was paid in the form of grants. The single largest item in the budget is the Guaranteed Tax Base grant to towns and cities. This grant in 1980/81 was $272.8 million. The formula helps poorer communities in the state increase their support of local education programs.

FEDERAL FUNDS

Federal funds administered by the agency totaled $110.6 million in 1980-81 (see Table on page xx). Of this amount $85.7 million or 78% percent was distributed to local governments and $4.8 million or 4% percent was distributed to other than local governments. $20.1 million, 18% percent, almost half of which was for the programs administered by the Department's Division of Vocational Rehabilitation, was utilized by the Department to administer Federal programs.

A summary of Federally-funded positions in the State Department of Education is provided on page xxi. All Federal programs referenced in this document may be located by referring to the "Key to Federal Statutes" on page 260.

A more detailed summary of Federal programs by category is provided in the State Board of Education's 1982-83 General Fund Budget Request. Town-by-town distribution of all federal education grants administered by the Department or received directly by towns and local or regional boards of education is available from the Division of Educational Administration. A more detailed account of all federal funds administered by the Department is also available in the Annual Financial Statement, which is provided by the Department to the Auditors of Public Accounts, the Office of Policy and Management and the State Library.

STUDENT ACHIEVEMENT

The 31,723 Connecticut high school seniors who took the 1980 Scholastic Aptitude Test (SAT) scored slightly poorer than their 1979 state counterparts. On the verbal portion of the exam, Connecticut seniors had an average score of 431 out of a possible 800, a four-point decrease. In math, seniors scored 466 out of a possible 800, a one-point increase.

Connecticut seniors did better than their counterparts around the country on the verbal portion, and equaled the national average in mathematics. However, in Connecticut over two-thirds of the seniors took the SAT exam, while in other states, on average, one-third of the seniors chose to be tested.

The 1979-80 Connecticut Assessment of Educational Progress (CAEP) in Mathematics reported that approximately 7,500 selected 9, 13 and 17 year olds scored higher than their counterparts around the nation. Compared to their counterparts in 1976-77, Connecticut 9 year olds scored higher while 13 and 17 year olds scored essentially the same on the latest mathematics assessment.

On the 1979-80 Connecticut Assessment of Educational Progress (CAEP) in Science, 9, 13, and 17-year-old students randomly selected from 4th and 8th grade classes outperformed their national counterparts in grades 4 and 8. However 11th graders nationwide outperformed their Connecticut counterparts. Consistent with the national NAEP science scores, Connecticut experienced a decline in the scores on the 1979-80 CAEP as compared with 1974-75.

In the 1980-81 Connecticut Assessment of Education Progress (CAEP) in Art and Music, Connecticut students outperformed their national counterparts at all grade levels on the performance section of the Art assessment and the Music assessment. In all other test areas, Connecticut students scored at least as well, or better than, their national counterparts.

EDUCATIONAL EVALUATION AND REMEDIAL ASSISTANCE (EERA) PROGRAM

In 1980-81, the state administered minimum proficiency testing for all ninth-graders. The testing assessed basic skill in reading and mathematics as well as basic writing skills.

A total of 42,273 ninth-graders took at least a portion of the October 1980 test. Statewide levels of expected performance SLOEP) were developed in each subject area. In reading, 91.4 percent of the students tested scored above the state standard; on the multiple choice portion which tested basic language arts skills, 90.8 percent were above the standard; on the writing sample, 87.6 percent were above the state mark; and in mathematics, 74.6 percent of the students scored above the state standard. These scores are slightly lower than the March 1980 results, primarily because the test was given six months earlier in the school year.

The test is a screening mechanism which may indicate that a pupil needs further diagnosis and possible remediation.

The EERA legislation requires local districts to test youngsters in three non-consecutive grades (between first and eighth). Biennial reports to the State Board of Education, along with random on-site visits by staff members from the State Department of Education, will assist the Board in measuring progress toward student mastery of basic skills, which is one of the five State-wide Goals for Education included in the Comprehensive Plan.

THE CONNECTICUT CODE OF FAIR PRACTICES

As stated in the Affirmative Action Plan Policy Statement, providing equal opportunities in employment, education and training programs, without regard for race, color, sex, physical disability, national origin, age, ancestry, religion, or mental disorder, is a top priority of the State Board of Education. This commitment is further expressed as one of four Statewide Goals for Education which reads was follows:

> "The State Board of Education will rigorously implement Connecticut's educational equity legislation, exercising its leadership to eliminate any and all discriminatory conditions and practices which exist in public education; ensure the adequate and equitable funding of school programs; and protect the legal right of each student for equal opportunity to a suitable program of educational experiences."

In this regard, fiscal year 1980-81 was highlighted by a reorganization of the Department and the following activities.

ELEMENTARY AND SECONDARY EDUCATION: Improving programs in the urban and rural school districts was a major emphasis of this Division. Programs were strengthened to provide increased access to counseling, health, psychological, social work and nutrition services for those most in need. Increased coordination among the various programs designed for students with special needs (primarily Title I, State Act for Disadvantaged Students, Special Education and Bilingual Education) was a prime concern to ensure effectiveness and eliminate duplication.

Four regional workshops were held for teachers and administrators on compliance with Section 504 of the Rehabilitation Act of 1973 as well as providing technical assistance to individual districts on an ongoing basis. Efforts to locate all handicapped students in the State were enhanced by a program called Child Find.

The Division's Special Education programs were enhanced by the revision of the Compliance Review Manual which was disseminated to all local school districts. Reviews were conducted in 43 towns. The Parent Complaint System continues to ensure that appropriate special education programs and services are made available. Other activities of the Division included the implementation of eight model programs to serve preschool and disadvantaged gifted students and a planned, ongoing and systematic monitoring of all educational facilities.

VOCATIONAL AND ADULT EDUCATION: The ongoing activities of this Division include annually conducting reviews and evaluations of the various Vocational Education programs, services and facilities in local school districts, and providing technical assistance to improve equal opportunities for each student, ensure compliance with the law, and increase access to opportunities for the special needs populations (women, minorities, the handicapped, veterans, the incarcerated, youth and adults).

Ongoing programs include, but are not limited to, the following: (1) CETA* - the major emphasis continues to be ensuring equal opportunities in employment and training to the unemployed and underemployed youth and adults; (2) Displaced Homemakers - aids women in entering or re-entering the labor force in traditional as well as non-traditional occupations; (3) English as a Second Language - efforts continue to increase participation in these programs; additionally, in-service workshops were provided for instructors to improve their proficiency or incorporate vocationally oriented materials in their curriculum; (4) Bilingual Education - efforts to increase the number of programs continue; (5) Sex Equity - this unit continues to provide assistance in overcoming occupational and sex role stereotyping and increasing opportunities for females and males in non-traditional occupations; also, in-service training is provided to personnel and resource materials are developed and distributed widely.

Among the new initiatives implemented during this fiscal year are: (1) the construction of three capital projects which shall provide accommodations of the school facilities to the handicapped; (2) a statewide conference on vocational program improvement highlighted exemplary programs serving disadvantaged, handicapped and Hispanic youth; (3) the establishment of a joint fund to increase employment and training opportunities primarily in urban centers, with an emphasis on increased coordination between public and private agencies; (4) the establishment of four programs at the Niantic Correctional Facilities in non-traditional occupations and three vocational programs in the Federal Correctional Institute in Danbury; (5) the establishment of two award winning, innovative programs designed to increase access to vocational programs for minorities and women at Mohegan Community College and the New Britain public schools; (6) development of a special adult education program for Bridgeport's Beardsley Terrace Housing Project tenants in cooperation with the Division of Vocational Technical Schools which targeted unemployed, underemployed and single parent inner city clientele; (7) implementation of the State's "Methods of Administration" and Related Procedures for Compliance with the Civil Rights Authorities in Vocational Education; (8) four workshops on modifying vocational materials to serve special needs students were conducted; (9) the development of procedures with the Division of Vocational Rehabilitation and CETA to accommodate the handicapped in the Individual Referral Programs.

The improvement of data collection, compilation and dissemination continues to provide comprehensive information on program participation and follow-up in order to develop a systematic process of identifying needs, and planning, implementing and evaluating programs.

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*CETA - Comprehensive Employment and Training Act.

EDUCATIONAL ADMINISTRATION: The primary responsibilities of this Division are statistical data collection and analysis, ensuring educational equity, promoting positive intergroup relations, and grants management. Highlights of the major programs conducted during 1980-81 include providing technical and fiscal assistance to local school districts in the areas of race, sex and national origin equity, ensuring compliance with Section 504 of the Rehabilitation Act and providing reports on the characteristics of pupils, staff and facilities in the local school districts.

Specific accomplishments can be summarized as follows: (1) staff for race equity continued to work with selected school districts towards the development of inter-district programs and services to reduce educational inequities and racial isolation; (2) staff for national origin equity have developed an extensive series of workshops to provide an in-depth experience for teachers and administrators with bilingual education and English as a second language (ESL); (3) sex equity staff have presented a series of workshops on Title IX enforcement providing on-site assistance on the elimination of sex bias in educational activities; (4) continuous emphasis is placed on ensuring access to educational programs by the handicapped; (5) planning is underway to intensify technical assistance to local schools on affirmative action; (6) contact has been made with the Connecticut Indian Affairs Council to advise and assist in the identification and resolution of educational problems; (7) assistance was provided to seven districts in the development of their plans to address racial imbalance; districts with approved plans continue to be monitored; (8) administrative reviews and audits of grant recipients for compliance with the laws continue to be a priority.

VOCATIONAL REHABILITATION: The mission of this Division is to provide vocational rehabilitation counseling, evaluation, planning, treatment, training, job placement and post-employment services to eligible persons with physical or mental disabilities. During fiscal year 1980-81 services were provided to 17,533 disabled persons. Of those, 2,349 have been rehabilitated, 60% of whom are classified as severely disabled. Fifty percent of those rehabilitated were placed in industrial or professional occupations and client earnings increased from $32 to $127 weekly following rehabilitation.

This Division continues to promote equity and equal access to vocational training and rehabilitation to clients. Clients are systematically apprised by their rights and remedies for redress of contested issues. Staff persons continue to be trained at all levels and in all areas essential to help provide quality services to the handicapped.

By monitoring agency policies and conducting program audits, the quality of services provided has been improved. More emphasis on the early identification of disabled secondary level students will increase the continuity of career planning and training for potential clients. The State Plan for Rehabilitation Facilities is being updated to focus on expansion of extended employment opportunities, in implementation of the State set-aside legislation, and increasing program accessibility for Spanish speaking, deaf and homebound clients.

Of major significance this year was the establishment of a center for Independent Living in the Bridgeport area.

Staff training continues to be of prime importance in ensuring that the quality of service to the handicapped population is maintained or increased even though funds for case services have been shrinking.

VOCATIONAL-TECHNICAL SCHOOLS: As the mission of this Division is to provide a comprehensive high school program that emphasizes intensive job specific training in the licensed and apprenticeable trades, efforts continue to increase the number of female, minority and handicapped staff and students in this school system. To that end, the admissions process continues to be researched in order to ensure validity and special emphasis on outreach recruitment for employment continues to be enhanced. The Minority Professional Steering Committee works diligently to assist in those efforts.

During this fiscal year female enrollment increased by 9% in the day school program and 15% in post-graduate and adult education programs. Minority enrollment and employment as well as female enrollment in the non-traditional trades continue to show a slight increase. Seven hundred students are now served by the special education program.

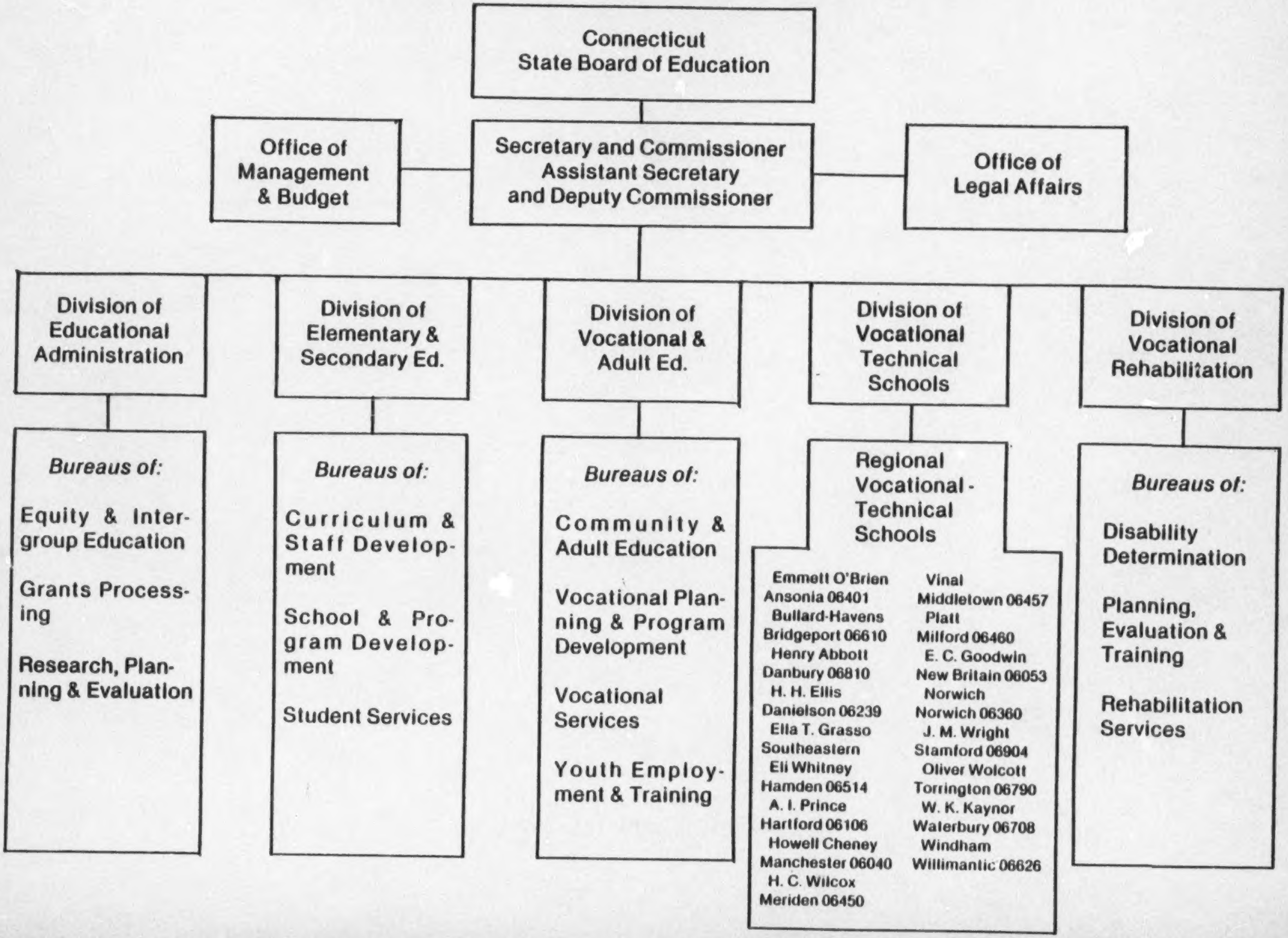
The Division's efforts to expand bilingual vocational education include providing training for out of school Hispanics of limited English proficiency, adding bilingual supportive services to the regular day program, preparing and distributing bilingual brochures, and conducting extensive curriculum activities.

New initiatives in the adult education programs included the development of programs for displaced homemakers, Southeast Asian refugees and inmates at the Niantic Correctional Institute.

EMPLOYMENT PRACTICES OF THE AGENCY: The State Board continues vigorously to implement the Affirmative Action Plan to ensure compliance with all applicable laws and regulations dealing with non-discrimination in employment. Additionally, the Board is committed to ensuring that no unit, facility, bureau or division of the agency becomes a party to any agreement, arrangement, contract or plan which has the effect of sanctioning discriminatory practices. The monitoring of all employment practices continues to provide the information necessary to address and remove any artificial barriers to employment and ensure attainment of hiring goals. Compliance reviews are conducted for all CETA Prime Sponsors and sub-recipients that are funded through this agency and technical assistance is provided to local school districts in their affirmative action activities. Cooperation continues between this agency and the Commission on Human Rights and Opportunities.

CONNECTICUT STATE BOARD OF EDUCATION

ORGANIZATION CHART OF THE DEPARTMENT


Connecticut State Board of Education
Office of Management & Budget
Secretary and Commissioner Assistant Secretary and Deputy Commissioner
Office of Legal Affairs
Division of Educational Administration
Bureaus of:
Equity & Intergroup Education
Grants Processing
Research, Planning & Evaluation
Division of Elementary & Secondary Ed.
Bureaus of:
Curriculum & Staff Development
School & Program Development
Student Services
Division of Vocational & Adult Ed.
Bureaus of:
Community & Adult Education
Vocational Planning & Program Development
Vocational Services
Youth Employment & Training
Division of Vocational Technical Schools
Regional Vocational - Technical Schools
Emmett O'Brien Ansonia 06401
Bullard-Havens Bridgeport 06610
Henry Abbott Danbury 06810
H. H. Ellis Danielson 06239
Ella T. Grasso Southeastern
Eli Whitney Hamden 06514
A. I. Prince Hartford 06106
Howell Cheney Manchester 06040
H. C. Wilcox Meriden 06450
Vinal Middletown 06457
Platt Milford 06460
E. C. Goodwin New Britain 06053
Norwich Norwich 06360
J. M. Wright Stamford 06904
Oliver Wolcott Torrington 06790
W. K. Kaynor Waterbury 06708
Windham Willimantic 06626
Division of Vocational Rehabilitation
Bureaus of:
Disability Determination
Planning, Evaluation & Training
Rehabilitation Services

CONNECTICUT STATE BOARD OF EDUCATION

SUMMARY OF EXPENDITURES

	Actual 1978-79	Actual 1979-80	Actual 1980-81
GENERAL FUNDS			
Fixed Charges:			
Payments to Local Governments	$294,755,636	$334,420,947	$400,215,048
Payments to Other than Local Governments	7,258,391	6,438,415	6,912,255
Current Expenses:			
Office of Management and Budget	(a)	2,347,558	1,891,622
Educational Administration	(a)	1,122,769	1,011,960
Elementary and Secondary Education	(a)	1,296,568	1,277,317
Vocational-Technical Schools	(a)	25,233,247	29,623,284
Vocational and Adult Education	(a)	687,088	855,107
Total Current Expenses	26,477,764	30,687,230	34,659,290
Equipment	918,988	604,914	784,929
Special Funding Acts	387,256	47,502	-
FEDERAL FUNDS			
Fixed Charges:			
Payments to Local Governments	72,382,110	79,636,982	85,670,117
Payments to Other than Local Governments	5,274,830	5,097,136	4,841,969
Current Expenses:			
Office of Management and Budget	(a)	-	-
Educational Administration	(a)	1,234,061	1,576,720
Elementary and Secondary Education	(a)	2,611,997	3,292,803
Vocational-Technical Schools	(a)	1,256,600	1,158,176
Vocational Rehabilitation	(a)	8,362,951	9,389,332
Vocational and Adult Education	(a)	2,836,891	4,638,523
Total Current Expenses	14,734,920	16,302,500	20,055,554
Equipment	90,466	191,259	165,938
PRIVATE FUNDS	8,680	-	-
EDUCATIONAL EQUALIZATION GRANT TO TOWNS	39,999,597	220,509,397	272,776,005
VOCATIONAL EDUCATION INDUSTRIES FUND	1,683,304	1,756,012	1,772,589
VOCATIONAL EDUCATION EXTENSION FUND	-	-	150,809
BOND FUNDS - SCHOOL CONSTRUCTION	18,235,321	17,065,214	7,490,958

(a) Due to agency realignment (effective 7/1/80), agency totals only are shown for 78-79.

CONNECTICUT STATE BOARD OF EDUCATION

PERSONNEL

	Authorized 6/30/79	Authorized 6/30/80	Authorized 6/30/81
STATE FUNDED POSITIONS			
Office of Management and Budget	(a)	72	80
Educational Administration	(a)	42	38
Elementary and Secondary Education	(a)	46	45
Vocational-Technical Schools	(a)	1247	1317
Vocational and Adult Education	(a)	28	28
Total	1512	1435	1508
FEDERALLY FUNDED POSITIONS			
Office of Management and Budget	(a)	60	55
Educational Administration	(a)	62	54
Elementary and Secondary Education	(a)	53	49
Vocational-Technical Schools	(a)	59	52
Vocational Rehabilitation	(a)	380	339
Vocational and Adult Education	(a)	59	51
Total	727	673	600
VOCATIONAL EDUCATION INDUSTRIES FUND		49	42

Source: 1980-81, 1981-82, 1982-83 Operating Budget Requests

(a) Due to agency realignment effective 7/1/80 agency totals only are shown for 6/30/79.

PROGRAM REPORTS

OFFICE OF THE COMMISSIONER

Office of Management and Budget
Office of Legal Affairs
Public Information Office
Policy, Planning and Development

OFFICE OF THE COMMISSIONER

I. Organization of the Office

Certain functions essential to the overall direction and operation of the State Department of Education are organized within the Office of the Commissioner. These include financial managment, legal affairs, public information, policy planning and development, and affirmative action.

Office of Management and Budget

The Office of Management and Budget (OMB) provides systems and services for effective management of the State Department of Education. To accomplish those duties, the organization of OMB includes the Office of the Director and sections for Budget, Allotments and Payrolls; for Purchasing, Payments and Accounting, for Property Control and Central Services; for Personnel; and Publications.

The Director of Office of Management and Budget serves in the Commissioner's Cabinet. In addition to managing the office, he is the liaison to the Connecticut School Business Official's professional organization.

The Budget, Allotment and Payroll section develops the agency's budget, and monitors and processes the allotment of appropriated funds. The Personnel, Payroll, Budgeting System was initiated and monitored during the year.

The Personnel section processes requests for all positions and for appointments of staff for the agency, as well as coordinating the agency's labor relations and responsibilities.

The Property Control and Central Services section coordinates the reporting of inventory for the equipment and property of the agency; monitors the processing of the leases of the agency; centralizes stockroom of office supplies; and maintains the word processing, mailing and gasoline rationing of the agency.

The Purchasing, Payment and Accounting section processes the purchase and payment of commodities, contractural services and equipment for the agency, as well as maintaining an accounting file of all financial transactions.

The Publications section coordinates the production of written materials for the agency.

During the year, the Office of Management and Budget was responsible for maintaining the physical plant equipment at the Mystic Educational Center in Groton.

Office of Legal Affairs

The Office of Legal Affairs was established during the year. The Chief of the Office responds directly to the Commissioner on matters pertaining to efficient Department-wide legal consultation and services; the review of contracts, agreements and regulations; the handling of complaints and inquiries regarding the educational interests of the state in compliance with Connecticut General Statute 10-4b; supervision of Department activities regarding hearing and appeals and Teacher-Board conciliation, arbitration and related services; and liaison to the Attorney General's Office.

Public Information Office
The Public Information Office is responsible for serving as the contact point within the department for all news media. That responsibility involves the regular release of statements to the media, prompt response to media inquiries and coordination of media contacts by all departmental staff. The office is also responsible for developing written materials, including speeches, articles, newsletters, brochures, reports and memoranda and is involved in the distribution of publications and maintaining a clipping service for department stuff. Training in public information techniques among staff of the vocational-technical schools and vocational rehabilitation office is also a function performed by the office.

Policy, Planning and Development
Policy and Planning is carried out by the Commissioner's Office. This involves a range of activities, including organizational plans for improved agency operations and liaison with other state agencies. A staff member in this area assists the Commissioner and Cabinet in the implementation of agency plans, such as the Comprehensive Plan for Elementary and Secondary Education. An additional responsibility involved reviewing inter-agency plans and state plans for federal assistance to ensure consistency with and advancement of State Board policy and goals.

Legislative Relations activity is planned and managed in the Commissioner's Office. This involves developing an annual state legislative cycle, coordinating all State Board and State Department of Education contacts with the General Assembly regarding legislation, regulations, funding and constituent concerns. A staff member in this area maintains continuous liaison with the Education, Appropriations and Finance Committees of the General Assembly and keeps members of the Board and Department informed of activities of the General Assembly. Following each legislative session, new laws relating to education are reviewed. Reports are prepared and disseminated to inform school districts, statewide education organizations and the general public. Added or revised State Board or State Department of Education responsibilities are identified, and necessary implementation activities coordinated.

Affirmative Action seeks to ensure equal opportunities to employee and applicants in all aspects of employment including: recruitment, selection, promotion, terms, conditions, privileges, compensation, training, educational assistance, benefits, transfers, discipline, lay-offs, recalls and termination. In so doing, the Commissioner's Office continually monitors personnel practices, removing all barriers to equal employment opportunity and deals with the effects of any past discrimination, intended or unintended. The Office also attempts to increase the responsiveness of schools to the diverse needs, styles and aspirations of students and communities. A major activity involves up-dating the Department's Affirmative Action Plan twice yearly.

A staff member assists the Secretary of the Board (Commissioner) in the range of responsibilities that relate to the proper, timely and accurate gathering of information for the deliberations of the State Board of Education. Through these efforts, the Secretary can ensure that the Board has the necessary materials with which to make decisions; that the staff of the Department is aware of all Board actions relating to their specific area of responsibility; and that all actions of the

Board are properly recorded and documented in accordance with state law. Each year the Assistant for Board Matters develops and monitors a major activity cycle relative to key issues that the Board will be facing in the coming year.

During 1980-81, the Commissioner's Office undertook a variety of educational and community initiatives, in the development area. These activities included: formulation of the first State Board of Education policy on Academic Freedom and Public Education; institution of the Hispanic Women's Task Force on Education for Employment; participation in the development of a tri-agency request for proposals to encourage regional initiatives to meet economic development needs for Connecticut; development of the first Governor's Conference on Excellence in Education; development of curriculum and administrative procedures for an alternative elementary school in New Haven emphasizing the use of technology; support to community organizations in Stamford, Hartford, New Haven, New London, and elsewhere in the development and acquisition of funding for educational projects; and assisting department staff in writing grant proposals.

II. PROGRAM HIGHLIGHTS

The major priorities in 1980-81 were the four goals of the State Board of Education — equity and equal opportunity, improving school programs, ensuring professional competence and evaluating success — which are designed to ensure equity and excellence for all students in Connecticut public schools. Connecticut's first five-year Comprehensive Plan for Elementary and Secondary Education describes how these goals can be reached to fulfill the promise of law for each student.

In the 1980-81 school year local and regional boards of education engaged their communities in setting education goals for the next five years. This process is an important step in the school improvement effort now underway in the state. With goals and objectives in place, local or regional boards can then begin the curriculum renewal process, now required by state law. That process culminates in September, 1982, when local and regional boards attest to the fact that they have planned, systematic and ongoing curriculum in eleven subject areas.

During the year, the major program activity within the Department involved producing guides to curriculum development in each of the eleven areas. The Office of the Commissioner was involved in this process throughout that period.

Legislation giving authority to the State Board of Education for instructional television services within the state was a matter of extreme importance to the Office of the Commissioner. Action by the General Assembly places responsibility for programming and materials with the State Board and the Department of Education.

Another key activity begun during the year involved applying "Effective Schools" research to schools throughout the state. In the first year, 10 schools around the state committed resources and time to this project. Each year, local and regional boards of education will be encouraged to involve more schools in the process.

Over the year, the State Board of Education gave final approval to plans from five of the six cities which must comply with Connecticut racial imbalance law. The plans for Stamford, New Britain, Stratford, Meriden and Hartford are now being implemented by the local boards and monitored by the State Board of Education.

The 1981 revision of Connecticut's Master Plan for Vocational, Career and Adult Education was completed this spring. The approach taken through this effort represents Connecticut's growing commitment to continued improvement in vocational, career and adult education and employment training. The 1981 revision presents goals and objectives for policy implementation to meet the challenges facing vocational, career and adult education over the next two years. A central theme in the 1981 revision is the importance of the collaborative approach between labor, business, community organizations, education and the agencies of state and local government.

In the area of educating for employment the State Board of Education also joined with the Board of Higher Education and the State Office of Policy and Management in sponsoring the work of the Education Planning Committee. The Committee's final report centered on a new partnership for business, education and government designed to create greater opportunities for individual self-development and to increase the number of persons qualified for employment by Connecticut firms. As a result of this project a State Council on Education for Employment was formed. This council, composed of key officials in education and government, as well as business and community leaders, is continuing the dialogue and problem-solving process begun by the Education Planning Committee.

The education equalization issue again came to the forefront of public attention. The 1980-81 grant to support the Guaranteed Tax Base program was $272.7 million. This includes $10.7 Million appropriated on the basis of a miscalculation by the State Department of Education. The General Assembly chose to make the final payment of the year upon the earlier appropriation.

Since that time the State Department of Education has been restructuring its grant processing systems, procedures and structure in order to ensure that such an error does not occur in the future.

For 1981-82 school year, the General Assembly capped the funding of the GTB formula at $306 million. This represents nearly 72 percent of full funding of the formula. The five-year phase-in program for Guaranteed Tax Base (GTB) called for the formula to be funded at 78 percent during the 1981-82 school year.

DIVISION OF EDUCATIONAL ADMINISTRATION

Bureau of Equity and Intergroup Education
Bureau of Grants Processing
Bureau of Research, Planning and Evaluation

DIVISION OF EDUCATIONAL ADMINISTRATION

I. Division Organization

The Division of Educational Administration is organized into three bureaus and one special purpose unit located within the Office of the Associate Commissioner. The bureaus are: The Bureau of Equity and Intergroup Education, the Bureau of Grants Processing, and the Bureau of Research, Planning and Evaluation. The special purpose unit within the Office of the Associate Commissioner is the Federal/State Relations Unit. There are 58 professional positions within the Division and 31 support staff positions. These personnel figures represent filled and vacant positions as of June 30, 1981.

The Bureau of Equity and Intergroup Education is concerned with providing technical assistance and training to school districts of the state in the areas of race, sex, and national origin. It is also responsible for monitoring local plans to correct racial imbalance, thus ensuring compliance with Connecticut laws. The funding is primarily from Title IV of the Civil Rights Act of 1964. The Teacher Certification Unit provides guidance and assistance to local school districts to assure compliance with the statutes and the teacher certification regulations.

The Bureau of Grants Processing is concerned with ensuring that the local school districts of the state, and other eligible agencies at local and state levels, receive their proper share of state and federal grants-in-aid for educational purposes. The work of the Bureau is based upon local reports and other substantiating materials processed through the Bureau, in accordance with state and federal laws and regulations. The Bureau conducts audits and reviews of grants as appropriate, and provides technical assistance to grant recipients in order to ensure compliance with current laws and regulations. Bureau funding is from both federal and state sources.

The Bureau of Research, Planning and Evaluation is concerned with ensuring that the State Department of Education, its individual program managers, and Connecticut educators and citizens have the information they need for effectively directing and operating the public elementary and secondary schools of the state. This information includes research findings, program evaluations, current practices, policy analysis, reports on the condition of public schools, and policy recommendations. Bureau funding source is primarily federal.

The Federal/State Relations Unit of the Office of the Associate Commissioner is responsible for the official liaison activities of the State Commissioner of Education and the State Department of Education with the Congress and the administration in Regional Office in Boston. In connection with this unit, the Assistant Director travels to Washington regularly to keep up with the developments of the Congress, the U.S. Department of Education, the National Center for Education Statistics, the National Institute of Education, the Office of Management and Budget, and others. In order to best serve the interests of the Department, it is often necessary to develop and implement joint action with several other states and state agencies. This depends on the scope or complexity of the problems addressed, whether in federal legislation, the federal budget, or federal regulations. Bureau funding is from state and federal sources.

The mission of the Division of Educational Administration is defined by the State Board of Education's Comprehensive Plan for Elementary and Secondary Education as follows: "The mission...is to support the activities of departmental staff and local agencies by developing and improving management and organization."

II. Division Summary

The mission of the Division of Educational Administration is embodied in the Goals of Education formulated by the Connecticut State Board of Education and the mandates under appropriate provisions of state and federal statutes. The mission is summarized in the State Board of Education's Comprehensive Plan for Elementary and Secondary Education as follows: "The mission...is to support the activities of departmental staff and local agencies by developing and improving management and organization."

Major responsibilities of the Division include providing the entire Department and local educational agencies throughout the state with a wide range of management services. These services include state and federal grants management, child nutrition programs management, research, planning and evaluation, data processing, professional certification, equal educational opportunity, school facilities (including construction, renovation, energy conservation and Section 504 "accessibility for the handicapped"), federal developments impacting upon the state and local governments of Connecticut in areas of legislation, budgetary and regulatory interpretations and extensions of acts of Congress.

All of the above services involve Division technical assistance which is rendered to others, both within and outside of the Department. Technical assistance may be on-site, through regional workshops, by individual conferences, by telecommunication, or by participation in statewide professional and public meetings throughout the year.

The "new federalism" which developed following the November 1980 Presidential election, encompasses the need for the acquisition of information concerning drastic federal proposals for change, assessment of the impact of such changes, monitoring the new proposals and resultant Congressional action, and the need to achieve regulatory reform.

The "new federalism" has resulted in a need for in-service orientation and training to cope with new federal/state relationships. The need requires a frequent flow of information as situations develop and involves extensive, personal contacts, new coalitions to meet new conditions, and inter-agency cooperation at state level on a scale not previously required. The state will play an increasingly responsible role in the years ahead, requiring careful use of state and federal resources and with limited funding.

The Division of Educational Administration aims at increasing the effectiveness of staff at both state and local levels, by developing and improving managment and organization to carry out the desires of the General Assembly, the Governor, and the Congress. In so doing, the Division helps the children of all the school systems in Connecticut to have the best possible opportunities to learn.

During the past year, particular attention has been given to the action strategies set forth in the Comprehensive Plan for Elementary and Secondary Education. Following are accomplishments related to specific action strategies which are indentifed in parenthesis:*

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*Comprehensive Plan objectives are identified by code number in Section IV. **Long Range Objectives.**

1. The annual update of the Comprehensive Plan for Elementary and Secondary Education was published as the "Annual Report of Programs and Evaluations of the Connecticut State Board of Education" dated February 1981. (1.1 and 22.1)
2. The Division has reviewed energy use plans for schools, in cooperation with others. (1.4)
3. A preliminary (and original) study of Teacher Demand and Shortage for Connecticut was completed and served as a baseline for a future study of teacher supply and demand, and as a resource paper for a department conference on teacher needs in critical areas of shortage. (2.4)
4. For the second time, a comprehensive report on projected enrollment (through the year 2000) was prepared for state policy makers. It included a forecast of statewide demographic trends. (2.6)
5. An integrated report series was developed which identifies some twenty-five (25) annual or biennial bureau publications produced by five units in the Bureau of Research, Planning and Evaluation. These documents range from the Data Acquisition Plan to the Compensatory Education Programs Report, to the High School Graduate Follow Up Report. A production schedule and contact person for each was included. (3.1, 20.1, 18.3, 22.2, 22.3)
6. Training opportunities were provided school system staff members to interpret, analyze and use information from statewide testing to improve instructional programs. (3.6)
7. Consultation and technical assistance was provided local educational agencies on matters pertaining to state aid under P.A. 79-128. (4.1)
8. The allocation and distribution of federal funds was reviewed as a part of initiating the complete review required by 1985. (4.2)
9. Data for the Guaranteed Base grant were collected, verified, adjusted and grant calculations prepared. (4.5, 19.8)
10. Staff prepared and submitted to the National Institute of Education a proposal for conducting a three year study of the impact of the state school finance reform on towns and school districts. (5.1)
11. Th entire department, through efforts coordinated by the Division of Educational Administration, cooperated throughout the year with the Hartford and Washington Offices of the Governor, the Connecticut congressional delegation, other states, and national organizations, to insure that Connecticut's concerns and recommendations were known to those charged with federal legislation and its implementation under both the Carter and Reagan administration.(6.1)
12. The Associate Commissioner's office made special efforts to ascertain the availability and impact of federal funds under the Carter and Reagan administrations, and monitored the "new federalism" approach to research, development, instructional television and other programs. (6.2)

13. A broad range of activities were conducted to assist Connecticut school districts in their development and reporting of goals in accordance with C.G.S. 10-220(b). A handbook of multiple strategies of goal development was published, area briefing sessions were held, statewide workshops and collaborative technical services were provided by staff and Regional Educational Service Centers. (7.1, 7.2, 7.3, 7.4)

14. A design was completed and implemented for monitoring local school systems who submitted plans for reducing racial imbalance within their schools. (8.1)

15. Consultants for race equity continued to work with selected local school districts towards the development of inter-district programs and services to reduce educational inequities and racial isolation. (8.2)

16. The first steps in the development of intergroup relations programs under Section 10-145a(b) of Connecticut General Statutes have been taken and on June 24, 1981, the State Board appointed a Coordinator of Intergroup Relations (8.5)

17. Plans were initiated for study and research in 1981-82 to identify factors which influence the development of positive self-concept in students. (9.2)

18. A report was prepared to provide local districts with staffing and instructional models for local school districts to use in budget and resource allocation decision making. (11.1, 11.3, 12.2)

19. The Division provided technical assistance in current programs including school lunch, breakfast and the AIMS system, to improve quality, assure access to support service in food services in local school systems, and monitor use of funds. (12.1, 19.9)

20. The Division published models of common, successful practices and materials kits for child nutrition education programs. (12.2, 15.3)

21. The Division developed plans to increase participation in both National School Lunch and School Breakfast Programs. These plans are adversely affected by proposed federal cut backs in funding for these programs in 1981. (12.4)

22. The Equity and Intergroup Education Unit was established in the Division of Educational Administration in September, 1980. (13.1, 13.5)

23. The Division provided technical and fiscal assistance from the School Facilities Unit for compliance with Section 504 of the Rehabilitation Act of 1973, to insure access to educational facilities by the handicapped. (13.4)

24. The consultant for national origins equity has planned an extensive series of workshops and is carrying them out to provide an in-depth experience for teachers and other school officials with bilingual educationa and English as a second language. (13.10)

25. The sex equity consultant has presented a series of workshops on Title IX (Sex Equity) enforcement providing on-site assistance to local school districts. (13.10)

26. Teacher certification requirements have been reviewed and an updated certification handbook prepared in draft form. The handbook contains policies and interpretations not found in, or covered by, certification law or regulations. Procedures are explained and paperwork was reduced to a minimum. (14.6)

27. Staff provided assistance to the Department's Instructional Effective Schools project through the development of special data analysis techniques for analyzing achievement test scores for students, to assist local staff in diagnosing needs. In addition, a documentation study has been developed to monitor and evaluate implementation stages of the project in the future. (15.3, 15.4, 15.5, 18.4)

28. A "Ten Year Planning Guide" that outlined state evaluation requirements and the need for an evaluation design to report on the State Board Objectives for Student Accomplishments was developed and distributed to staff and locals. The plan allows local school districts sufficient lead time to arrange testing. (18.1, 22.2, and 22.3)

29. The Ninth Grade Proficiency Testing was completed on schedule in the Fall of 1980. Test results were disseminated to local school districts. The first EERA (Educational Evaluation and Remedial Assistance) Biennial Report, covering 1979-80, was published and disseminated. The contractor has been selected for the 1981 testing using two new forms of the Ninth Grade Proficiency Tests. Special research analyses on questions from local districts were conducted and test analyses by town-of-residence provided for local evaluation purposes. (18.2, 22.2, 22.3)

30. The research staff of the Division worked with the General Assembly mandated Educational Equity Study Committee to develop a series of legislative proposals for refining P.A. 79-128, the School Finance Law. (19.8)

31. The intergrated report series, consisting of some twenty-five (25) annual or biennial publications of the Bureau of Research, Planning and Evaluation, together with the reports on staff and equity from the Bureau of Equity and Intergroup Education, and the publications of the Bureau of Grants Processing provide a broad spectrum of reports on the condition of education. Two publications: "Town and School District Profiles" and "Trends and Perspectives" are in preparation, but have been delayed due to printing costs. Plans are in place to publish them in 1981-82. It may become necessary to publish each one in alternate years due to costs involved. (19.1, 20.1)

32. Evaluation of the Federal ESEA Title I (Disadvantaged) and the State SADC (Disadvantaged) programs were completed for the school years 1978-79 and 1979-80. A new reporting format was developed and published to provide information for policy makers. An Executive Summary including action strategies to be initiated by compensatory education staff and others was prepared. A Migrant Program Evaluation Report was published for the first time in 1979-80. (20.2, 3.6, 18.4)

33. An attempt was made to secure federal funds for software systems development to facilitate transfer of data between local, state and federal agencies. Lack of available federal resources has limited progress in this area. (21.1)

34. Dvision leadership established an intra-bureau, inter-department and inter-agency working team that allowed some large local school districts to report some data in an automated fashion to the state (tape to tape). (21.2)

35. Data processing activities this year improved data input and updating capabilities, to increase the efficiency and productivity of program users for three Bureau of Grants Processing programs (ED 001 End of Year School Report, ED 025 Pupil Data Report, and ED 006 Fall School Report), as well as the Teacher Certification and Teacher Retirement Board (TRB-3) system, SEMIS (Special Education Monitoring and Information System) and Vocational Rehabilitation systems, where the state system was replicated for the Hartford field office. (21.3, 21.4, 21.5, 21.9)

36. As a result of combined efforts by two Bureaus within the Division, a program was developed to assist local school districts in verifying the certification status of all personnel employed in positions requiring a certificate. The program enables school districts to have: (1) a list of all employed teachers with certificates / endorsements / expiration dates for each, and (2) a list of all employed teachers arranged by subject area and with valid teaching certificates in each area. (21.6)

37. A plan for analyzing the data processing needs and capabilities of the department to serve vocational education was developed and conducted in concert with the State Data Center. A pilot test is being conducted. (21.7)

Other accomplishments of the Division include:

1. A request for assistance from Norwich Free Academy in a student confrontation situation of racial nature was met. As a result of this experience, the department will be able to complete a process for crisis intervention to assist local school districts.

2. A staff member has developed a new proposal concerning the issuance of renewable teacher certificates, and also has updated a proposal for the granting of certification credits through proficiency examinations.

3. The State Grants Unit was reorganized and strengthened with additional staff in order that the GTB calculation process within the department be centralized and improved. Efforts are underway to consolidate all state and federal grant monitoring into one systematic process.

4. Regional workshops and conferences have been conducted to provide technical assistance to local educational agencies in reporting and managing grants.

5. Fiscal and program audits were conducted.

6. Grant computation worksheets, procedural manuals, and formulas have been re-examined and redesigned as necessary to strengthen internal audit procedures and controls, and to meet revised laws and regulations.

7. Approved grant payments have been made to eligible LEAs and other agencies.

8. Division personnel provided technical assistance to school districts of the state, both on-site and in Hartford.

9. Members of the Division have worked with three task forces appointed by the Governor to cope with the "new federalism" being initiated at the federal level.

10. A member of the Division is serving as the liaison between the agency and the non-public schools of the state.

III. Goals

While the Division of Educational Administration is involved in assisting the department in achieving all goals of the State Board of Education, its major mission is primarily addressed to the following goals:

I. The State Board of Education will rigorously implement Connecticut's educational equity legislation, exercising its leadership to eliminate any and all discriminatory conditions and practices which exist in public education; ensure the adequate and equitable funding of school programs; and protect the legal right of each student for equal opportunity to a suitable program of educational experiences.

III. The State Board of Education will sustain a new level of excellence in programs of staff development for teachers and administrators; offer information and training programs for local school board members and parents, and work with institutions of higher education to improve teacher-training programs.

IV. The State Board of Education will, in a comprehensive manner, determine the true condition of elementary and secondary education, including student achievement, behavior and attitudes and the effectiveness of teachers and administrators; regularly assess the effectiveness of programs in all public schools; and ensure that the results of state-level evaluations are available to local school districts as an aid in planning more effective school programs.

In addition to the above the Division of Educational Administration is charged with the following statutory responsibilities which may not be explicitly stated in the goals above:

Section 10-4

a. "provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation;"

c. "conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of curriculum materials and improving their proficiency in meeting the diverse needs and interests of students;"

d. "keep informed as to the condition, progress and needs of the schools of the state."

e. "...submit to the Governor...,and to the General Assembly, a detailed statement of the activities of the board and an account of the condition of the public schools and of the amount and quality of instruction therein and such other information as will assess the true condition, progress and needs of public education."

IV. Long Range Objectives

(Goal Ref.)	A. Planning (CP-Code)
(IV)	1.1 - Update annually the Comprehensive Plan for Elementary and Secondary Education.
(I)	1.4 - In cooperation with the state Office of Policy and Managment, review energy use plans for all schools.
(III)	2.4 - Develop and publish forecasts on the future supply and demand for teachers.
(I, III)	2.6 - Periodically publish studies and strategies related to the declining enrollment in elementary and secondary school facilities.
(IV)	3.1 - Revise and publish an integrated series of reports on the condition of education in Connecticut.
(IV)	3.2 - Publish in February 1982 and periodically thereafter, a summary report analyzing the educational progress of Connecticut students over time.
(III, IV)	3.6 - Provide training to staff in school systems in interpreting, analyzing and using information from statewise testing to improve instructional programs.
(I)	4.1 - Annually provide information and technical assistance to local educational agencies to facilitate compliance with the "Minimum Expenditure Requirement."
(I)	4.2 - Review by July 1985, and annually thereafter, the allocation and distribution of all federal funds and, where statutes and regulations permit, revise funding formulas to ensure the equitable distribution of those dollars.
(I)	4.3 - Develop by July 1985, in cooperation with local education agencies, policy statements and models for the equitable distribution of educational resources by school, object, program and service.
(I)	4.4 - Define, develop and pilot by July 1982, a model "cost center resource allocation and accounting system."
(I)	4.5 - Monitor and report annually on local district expenditures and school tax rates.
(I)	5.1 - Initiate, by December 1981, a three-year in-depth analysis of the impact of school finance equalization legislation (P.A. 79-128) on the fiscal resources supporting educational opportunities for students.

(I) 6.1 - Cooperate with the Office of the Governor, national education organizations and the Connecticut congressional delegation to influence federal legislation.

(III) 7.2 - Publish procedures and practices for developing system-wide needs assessment, based on pilot programs.

(III) 7.3 - Provide technical asistance to school systems as requested in developing educational goals.

(IV) 7.4 - Review and approve school system educational goals for consistency with Statewide Goals for Education.

(I) 8.1 - Monitor annually progress in reducing the isolation of racial groups in the public schools.

(I) 8.2 - Develop by June 30, 1981, one or more voluntary regional agreements which involve member school districts in the development of plans, programs, and/or services to reduce and eliminate educational inequities and racial isolation.

(I) 8.3 - Establish by September 1983, three regional technical assistance assistance and information resource centers related to various equity concerns.

(I) 8.4 - Compile by September 1982, a compendium of effective voluntary desegregation methods and techniques.

(I) 8.5 - Revise, update and intensify comprehensive technical assistance and staff development activities in intergroup relations.

B. Implementation

(II, IV) 9.2 - Conduct studies and research to identify factors which influence the development of positive self-concept in students.

(III) 10.10 - Design, pilot and implement in 25 school systems, by June 1986, a multi-discipline nutrition education information program.

(I) 11.3 - Publish models on adequacy of instructional materials.

(I) 11.5 - Aid local districts in maintaining appropriate learning environments for providing and using physical facilities.

(I) 12.1 - Improve quality and assure access to needed support services - including food services - in local school systems.

(I) 12.4 - Develop plans to increase participation in both National School Lunch and School Breakfast programs. By 1985, 40 of the 81 non-participating public schools will implement National School Lunch programs, and participation in the School Breakfast Program will be increased.

(I) 13.1 - Coordinate staff and resources more effectively - through the establishment by September 1980, of a unit in the Department - to promote equity and equal educational oppportunity for students.

(I) 13.5 - Intensify guidance and technical assistance to school systems in developing and implementing Affirmative Action programs.

(I) 13.10 - Develop in 1980, models demonstrating successful practices for ensuring equal access to the full range of educational programs and services for all students, regardless of race, sex, handicapping condition, language, national origin or age.

(III) 14.6 - By January 1985, review and revise as necessary teacher certification regulations.

(III, IV) 14.7 - By July 1981, publish guidelines to implement the teacher evaluation plans developed in local districts since 1974.

(I) 14.11 - To increase the number of women and minorities in positions of educational leadership, develop and offer leadership training to administrators and teachers by January 1981.

(I, II) 15.6 - Identify and promote programs which have been successful in preparing women, minorities, the handicapped and other special needs groups for employment; and in ensuring equal access to the full range of educational programs and services.

(II) 15.7 - Implement the recommendations of the Interagency Task Force on School Security and the Citizens Advisory Council on Safe schools.

(IV) 16.4 - Expand reporting on the needs and accomplishments of adult students in the **Condition of Education.**

C. Evaluation

(IV) 18.1 - Prepare a ten-year plan to expand the Connecticut Assessment of Educational Progress (CAEP).

(IV) 18.2 - Prepare and distribute annually a report of test results under the Educational Evaluation and Remedial Assistance (EERA) program.

(IV) 18.4 - Publish reports explaining the uses and limitations of test results evaluating educational outcomes of individuals and groups of students, and inform public of other key indicators of student accomplishment.

(IV) 19.1 - Develop and implement a play by January 1981, for the review of school systems to ensure planned, ongoing and systematic program development.

(IV) 19.2 - Develop by July 1981, a plan for consolidating all state and federal program monitoring, both fiscal and compliance, into one systematic process.

(IV) 19.5 - By July 1986, develop and have ready for adoption a coordinated Monitoring, Evaluation and Management System that will provide local districts with a model for strengthening local efforts to evaluate programs and a comprehensive monitoring program for consolidating all federal and state fiscal and compliance monitoring.

(IV) 19.8 - By January 1981, and annually thereafter, ensure compliance with the Minimum Expenditure Requirement mandated in P.A. 79-128.

(IV) 19.9 - Implement by July 1981, the USDA assessment, improvement and monitoring system (AIMS).

(IV) 20.1 - Develop and publish in 1980 and annually thereafter, more comprehensive reports on the condition of education.

(IV) 20.2 - Publish in July 1981, and annually thereafter a report on the progress of compensatory education students in mathematics and reading.

(IV) 20.3 - By July 1983, and periodically thereafter, conduct, assess and publish a poll on the attitudes of Connecticut citizens toward public education.

(II) 21.1 - Seek federal assistance by September 1980, to support the development of software systems to facilitate the transfer of data between local, state and federal agencies.

(II) 21.2 - Assess by July 1981, the computer data processsing capability of local school systems.

(II) 21.3 - Review and revise by July 1981, all current data acquisition policies.

(II) 21.4 - Consolidate by July 1985, all pupil data reporting forms and fiscal reporting requirements for state and federal programs.

(II) 21.6 - Develop and make available to local school systems, by June 1982, an automated data system for the collection, storage and submission of information concerning the certification status and assignment of all professional staff.

(II) 21.8 - Continue participation in the support of the Committee on Evaluation and Information Systems (CEIS) and the Connecticut Association of School Administrators (CASA), Connecticut Association of School Business Officials. (CASBO) Data Reports Committee.

a.1 - "provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation;"

(II) 21.9 - Develop by July 1985, and make available for adoption by local school systems, automated data reporting and retrieval systems.

(IV) 22.1 - Report by February 1982, and annually thereafter, on the Department's progress in implementing the Comprehensive Plan for Elementary and Secondary Education.

(IV) 22.2 - Develop procedures by July 1981, to: (a) determine base-line data for evaluating progress in meeting the State Board Objectives for Public Education.

(IV) 22.3 - Report by July 1985 on the state's progress in meeting the State Board Objectives for Public Education.

V. Financial Summary

SOURCE	DISTRIBUTION		
	Personnel	Grants	Other Expenses
State	$673,989	$409,442,478	$444,097
Federal	1,092,987	80,677,360	239,756
Other	--	--	--
Total	$1,766,977	$490,119,838	$683,853

DIVISION OF EDUCATIONAL ADMINISTRATION
Office of the Associate Commissioner
Federal/State Relations

I. Description of Program Activities

Federal/State Relations is a special purpose unit in the Associate Commissioner's office, directly responsible for numerous liaison activities with federal officials and agencies, in order that the Division of Educational Administration may serve the Office of the Commissioner of Education and all Divisions of the Connecticut State Department of Education. The federal-state-local partnership in education may require cooperative action with other states, or state agencies, depending upon the scope and complexity of each problem addressed. The staff consists of the Assistant Director of the Division of Educational Administration and one Senior Secretary.

The impact of the federal government upon the Connecticut State Department of Education, the local school districts, and the educational community is through: (1) federal funding - both specific categorical and broad purpose grants, (2) Congressional mandates incorporated in federal legislation, (3) the Federal Register and its daily annoucements of regulations interpreting, implementing, and often extending the federal laws, (4) Congressional requests, studies, reports and commissions, (5) monitoring and compliance activities carried out by several federal agencies, (6) federal regional office directives and visitations, and (7) any Presidential action, which may include such items as rescissions of deferrals of funding, or reorganization of the federal bureaucracy itself.

During 1980-81 the major change from President Carter to President Reagan's administration and the resultant "new federalism" at the Washington level brought about an immediate increase in the need for federal liaison activities on matters affecting Connecticut. This has steadily increased in 1981. The activities included participation in meetings and hearings in Washington, frequent Washington contacts in peron or by telephone, review of numerous federal publications, dissemination of information on new federal developments, follow up on federal deadlines, close liaison with the Washington Office of the Governor, and frequent meetings with the Governor's Office of Policy and Management in Hartford.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(I)	6.1 - To cooperate with the Office of the Governor, national education organizations and the Connecticut Congressional delegation to protect the state's interests and influence federal legislation (including federal regulatory activities which interpret and implement such legislation).
(I, II)	6.2 - a. To keep informed of the availability of federal funds and secure the highest level of support possible.
	b. To monitor the federal educational budget process of development on a year-round basis.

c. To serve as ombudsman in federal funding situations requiring Washington follow-up to expedite resolution of delays adversely affecting the state.

III. Evaluation

A. Status of Short Term Objectives

(CP Code)	1978-79	1979-80	1980-81
6.1 - To cooperate with Office of Governor	Completed	Completed	Completed**
To cooperate with national organizations	Completed	Completed	Completed**
To cooperate with Congressional Delegation	Completed	Completed	Completed**
Federal Register activites dissemination	Completed	Completed	Completed**
6.2 - A. Information on availability of funds and efforts to secure high support	Completed	Completed	Completed**
b. Monitor federal budget process on a year round basis	--	Initiated	Much more time involved since 1-20-81. Enhanced activity completed.
c. Serve was Ombudsman for the Department managers	--	Initiated	Completed all assignments.

B. Statistical Data (CP Code)	1978-79	1979-80	1980-81
6.1, 6.2 - Number of Washington trips	10	14	24
Number of days* involved (incl. Saturdays, Sundays)	29	35	42
6.1, 6.2 - Number of Boston area trips***	3	8	2
Number of days* involved (incl. Saturdays, Sundays)	4	10	3
6.1, 6.2 - Number of trips to Other State Capitol's etc.	2	3	5
Number of days* involved (incl. Saturdays' Sundays)	6	8	11
TOTAL TRIPS COMPLETED	16	25	31
TOTAL DAYS* COMPLETED	39	53	59

*Each trip requires 1 day preparation, 1 day follow-up in addition to above.

**Much more time required - enhanced activity since the "new federalism" of President Reagan's Administration (16 Washington trips)

***The U.S. region #1 Office is in Boston, MA.

C. Interpretation

The need to devote more time to the Federal Liaison responsibilities and objectives began to increase in the 1979-80 year as President Carter's Administration began to use "rescissions" and "deferrals" or delays in funding, in efforts to cope with ever increasing inflation and budget problems. In 1980-81 this need continued to increase, and became a high priority with the "new federalism" under President Reagan's Administration.

The Federal Liaison unit of the Associate Commissioner's office was given blanket authority to make Washington trips for the state, after the Office of Policy and Management so recommended, following completion of a week of "trouble shooting" federal problems for the then Governor Grasso. This has been invaluable in terms of securing critical information as it has developed in April-June of 1981 under the "new federalism".

The trips to Boston and other state capitols were helpful as cooperative efforts to bring about a new Northeast Regional Exchange, a federally funded cooperative effort of the six New England states and New York.

The ombudsman activities included work to bring about release of state plan approvals delayed in the Washington bureaucracy, release of federal funds being held up, and direct complaints regarding proposed federal regulations that went beyond authorizing legislation. Release of funds is a priority.

IV. Resources	1978-79	1979-80	1980-81
Travel Expense (from Title V, ESEA):			
Airfare	$1,457	$2,120	$5,058
Other Expenses	1,762	1,938	3,937
Total	$3,219	$4,058	$8,995

All other expenses are provided by Office of Associate Commissioner, Division of Educational Administration (DEA) through the Office of the Assistant Director, DEA.

DIVISION OF EDUCATIONAL ADMINISTRATION
Bureau of Equity and Intergroup Education

I. Bureau Organization
The Bureau is comprised of 2 units: Teacher Certification and Equity and Intergroup Education.

The Teacher Certification Unit is responsible for issuing certificates required for employment in Connecticut public schools. The unit has established procedures for the collection and review of credentials and the issuance of certificates. The unit also assists in the coordination and implementation of activities required to complete an annual survey on the certification status of teachers employed in local school districts. In addition, the unit advises individual applicants on the processes involved with the application and issuance of certificates. It also advises personnel responsible for the employment of staff and maintenance of personnel files within local school districts.

The Equity and Intergroup Education Unit is responsible for providing technical assistance and training to local school districts in the areas of race, sex, and national origin equity and for monitoring local plans to correct racial imbalance. The unit is responsible for expanding the efforts of local school districts in the development and application of affirmative action plans and for coordinating the efforts of responsible agencies to establish and support programs and services in intergroup relations.

The unit is in the process of establishing procedures which will address the need for State Department of Education intervention in racially motivated crises within school districts. As the majority of unit staff is federally funded, a primary emphasis is placed on the preparation of proposals and securing of funding to assure continuity of services.

Both units of this Bureau have activities which support Connecticut's **Comprehensive Plan for Elementary and Secondary Education.**

II. Bureau Summary
Several of the bureau accomplishments relate directly to division long-range objectives and strategies stated in **Connecticut's Comprehensive Plan for Elementary and Secondary Education.**

This year, the bureau completed and implemented a design for monitoring local school districts who submitted plans for reducing racial imbalance within their school(s) that have been approved by the State Board of Education. (Action Strategy 8.1) This monitoring effort, besides determining the progress a local school district has made towards implementing their plan, can also serve as a means of determining the kinds of services and technical assistance that could assist local school districts in their efforts.

The consultants for race equity will continue to work with selected local school districts towards the development of inter-district programs and services to reduce educational inequities and racial isolation. (Action Strategy 8.2) A draft proposal for a survey to determine the availability of equal educational opportunities for minorities has been developed. It is planned that such a survey be included in our monitoring process during 1981-82.

The first step towards the development of intergroup relations programs under Section 10-145a(b) of the Connecticut General Statutes has been taken. (Action Strategy 8.5)

A meeting of the Joint Committee on Intergroup Relations was held and a subcommittee appointed to draft recommendations for action by the Joint Committee for the coming year. The State Board of Education, at its meeting of June 24, 1981, appointed the Chief, Bureau of Equity and Intergroup Education, as Coordinator of Intergroup Relations.

A proposal has been submitted to the Associate Commissioner, Division of Educational Administration, offering a functional redefinition of the Equity Unit. (Action Strategy 13.1) The redefinition was developed as a result of a bureau review of department equity related goals, objectives and strategies for the purpose of ensuring continued coordinated levels of support of local efforts to develop and maintain quality integrated educational programs and services.

The consultants for national origin and sex equity have offered extensive technical assistance and workshops to local school district staff and community agencies. (Action Strategy 13.10) Assistance has been given to teachers and administrators of English as a second language program in teaching techniques, development of diagnostic and evaluative instruments, curriculum and materials development and improvement of first language reading skills. The sex equity consultant has presented a series of statewide workshops on Title IX enforcement and has provided on-site technical assistance to school districts in the elimination of sex-bias in educational activities.

As a result of the combined efforts of staff from the Bureaus of Research, Planning and Evaluation and this bureau, a program has been developed to assist local school districts in verifying the certification status of all personnel employed in positions requiring a state certificate. (Section 10-145) This program includes the capacity to produce the following lists for individual school districts:

(a) An alphabetical list of teachers for each town showing all the certificates and endorsements covered by those certificates for each teacher and the expiration dates of all provisional certificates held by those teachers; and

(b) A list by subject field, showing under each subject field, all those teachers holding valid certificates to teach or serve in each particular area.

We have received many comments from superintendents of schools indicating how helpful these lists have been for them in maintaining their own files and in reducing their efforts required to maintain such files. (Action Strategy 21.6)

A draft of a certification handbook has been completed. The purpose of this handbook is to assist the superintendent and the staff of a local board of education to keep certification paperwork to a minimum. The handbook contains policies and interpretations not found in or covered by certification law or regulations and explains procedures for filing required credentials for certification.

Other bureau accomplishments were:

(a) This year the department received a request for assistance from Norwich Free Academy. The request came as a result of student confrontations of a racial nature. A review plan was developed for the purpose of gathering information that might prove helpful to school officials, teachers, other staff, students, parents and community people in the formulation of remedial and preventative action. On-site visits were made and a report completed. As a result of this experience, the department will be able to complete a process for crisis intervention that can be of assistance to local school districts in preventing and/or responding to confrontations of a racial nature; and

(b) A staff member from the Certification Unit has developed a proposal concerning the issuance of renewable teacher certificates and has updated an earlier report concerning the granting of certification credits through proficiency examinations.

III. Financial Summary

SOURCE	DISTRIBUTION		
	Personnel	Grants	Other Expenses
State	$176,551	--	$10,800
Federal	163,702	$91,076	42,254
Other	--	--	--
Total	$340,253	$91,076	$53,054

DIVISION OF EDUCATIONAL ADMINISTRATION
Bureau of Equity and Intergroup Education
Equity and Intergroup Education Unit

I. Description of Program Activities

Newly created in August 1980, the Equity and Intergroup Education Unit is responsible for providing technical assistance and training to school districts in the areas of race, sex, and national origin equity and for monitoring local plans to correct racial imbalance, thus ensuring compliance with the Connecticut General Statutes, Section 10-226a-e. The majority of activities are supported by funding from Title IV of the Civil Rights Act of 1964.

Assistance to school districts is available in the following areas:

- Assessment of needs and development of plans or strategies for race, sex or national origin desegregation.
- Methods of increasing parent and community involvement in the resolution of equity issues.
- Prevention of student assignments which discriminate on the basis of sex, race or national origin.
- Identification and elimination of stereotypes in textbooks and curriculum matters.
- Training for school personnel on the problems of sex bias in areas of school operation.
- Training for school personnel to provide students with limited English proficiency equal educational opportunity.

Many of the activities undertaken by the unit are directly related to Comprehensive Plan action strategies assigned to the Bureau:

The bureau must annually monitor progress in reducing the isolation of racial groups in the public schools, and cooperate with school systems in developing legally required plans to correct such imbalance. To this end, the race equity consultants have developed and will field test an instrument designed to assess the degree and progress of racial imbalance elimination. This monitoring effort will be fully operational by June 1981. (Action Strategy 8.1)

Efforts will be made to work with selected school districts to consider the possibility of regional programs and services to reduce or eliminate educational inequities and racial isolation. (Action Strategy 8.2)

The equity holdings of three regional resource centers; Hamden-New Haven Co-Op, ACES and CREC, will be expanded through materials made available by the sex and national origin equity consultants. (Action Strategy 8.3)

The consultant within the unit plan to hold workshops on a regional and local district level concerned with program and curriculum development and desegregation methods and techniques. Detailed records are being kept of all workshops to facilitate their replication by local school districts. (Action Strategy 8.4)

Planning is underway for the development and implementation of programs in intergroup relations. The first step towards the development of such programs is the establishment of a joint committee (Section 10-145a(b) of the Connecticut General Statutes) composed of members from the State Board of Education, the Board of Higher Education, the Commission on Human Rights and Opportunities and the Commission on the Status of Women. It is expected that the joint committee will be convened no later than May 29, 1981. (Action Strategy 8.5)

Coordinating the activities of the unit and integrating them with other related department objectives and strategies requires a plan. Staff from the unit are now developing such a plan. Meetings have been held with members from the State Department of Education's affirmative action office. (Action Strategies 13.1 and 13.5)

The consultant for national origin equity has planned and is executing an extensive series of training workshops for teachers and other school officials on the manifold ramifications of bilingual and English as a second language programs including teaching techniques, the development of diagnostic and evaluative instruments, curriculum and materials development and improvement of first language reading skills. (Action Strategy 13.10)

The sex equity consultant is currently presenting a series of statewide workshops on Title IX enforcement and providing on-site assistance to school districts across the state on elimination of sex-bias in educational activities. (Action Strategy 13.10)

Unit staff are currently addressing the need for state intervention in racially motivated crises within school districts. The crisis intervention procedures are in the process of development and will be field tested by June 1981, together with necessary intergroup training processes required by the particular crisis.

II. Short-Term Objectives

(Goal Ref.)	**(CP Code)**
(I)	8.1 - Monitor the implementation of school district plans to eliminate racial imbalance.
(I)	8.1 - Provide outside consultative services to school districts preparing plans to eliminate racial imbalance.
(I)	8.4 - Research, identify and disseminate desegregation materials in all equity areas.
(I)	8.5 - Convene the Joint Committee on Intergroup Relations and initiate activities in developing and implementing intergroup relations programs.
(I)	13.1 - Develop a unit plan of organization and operation.

(I) 13.5 - Develop a plan for providing affirmative action technical assistance to local school districts.

(I & II) 13.10 - Inform and train local personnel in methods of complying with Title VI and obtaining equity for students with limited English proficiency through bilingual and ESOL programs.

(I & II) 13.10 - Inform and train local personnel in methods of complying with Title IX and eliminating sex bias from educational programs.

(I) Intervene, as requested by local districts, as racially motivated crises arise.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)		1978-79	1979-80	1980-81
8.1	Monitor plans to address racial imbalance.	-	-	Achieved
8.1	Provide technical assistance on developing plans.	-	Achieved	Achieved
8.4	Disseminate desegregation materials	-	Achieved	Achieved
8.5	Convene intergroup committee.	-	-	Achieved
13.1	Develop unit plan.	-	-	In Progress
13.5	Plan for technical assistance in affirmative action.	-	-	Initiated
13.10	Provide technical assistance on national origin equity.	-	Achieved	Achieved
13.10	Provide technical assistance on sex equity.	-	Achieved	Achieved
13.10	Provide crisis intervention.	-	-	Achieved

B. Statistical Data

(CP Code)				
8.1	Technical assistance in race equity			
	a. Number of school districts monitored	-	-	5
	b. Number of districts receiving technical assistance for racial imbalance.	-	-	7
	c. Number of districts served	-	-	25
13.10	Technical assistance in national origin equity			
	a. Number of workshops and conferences	-	-	30
	b. On-site technical assistance provided	-	-	4
	c. Number of districts served	-	-	40

	1978-79	1979-80	1980-81
13.10 - Technical assistance in sex equity			
a. Number of workshops and conferences	-	-	24
b. On-site technical assistance provided	-	-	26
c. Number of districts served	-	-	70

C. Interpretation

It will be noted that many of the activities reported above were undetaken for the first time during the past year, and others are in the formative stages of planning.

In addition to providing workshops which reached a majority of the state's school districts on compliance with Title VI and Title IX, consultants also provided assistance to seven districts in the development of their plans to address racial imbalance and monitored all districts with approved plans. Three districts also received outside technical assistance in data collection. The unit also intervened at the request of school administration in a racial conflict at the Norwich Free Academy.

Contact has been made with the Connecticut Indian Affairs Council to advise and assist in the identification and resolution of Indian-specific problems related to education.

IV Resources

SOURCE	DISTRIBUTION		
	Personnel	Grants	Other Expenses
State	--	--	--
Federal	$163,702	$91,076	$42,254
Other	--	--	--
Total	$163,702	$91,076	$42,254

DIVISION OF EDUCATIONAL ADMINISTRATION
Bureau of Equity and Intergroup Education
Teacher Certification Unit

I. Description of Program Activities

The Teacher Certification Unit is responsible for issuing certificates necessary for employment in local school districts as required under Section 10-145 of the Connecticut General Statutes. In meeting the mandate of the statute, the unit has established procedures for (1) evaluating credentials that have been submitted to meet certification requirements in accordance with established regulations (Sections 10-145a-11 through 10-145a-94); (2) issuing certificates to persons meeting certification requirements; (3) assisting local boards of education with problems related to the issuance of certificates; (4) preparing material on appeals for an extension of time to complete the requirements for a standard certificate; (5) responding to requests for equivalency considerations of credentials presented for the issuance of a certificate; (6) disseminating information concerning certification; and (7) monitoring of local school districts to assure compliance with certification requirements.

Several activities undertaken in the past year are directly related to Comprehensive Plan action strategies.

The Unit is assisting with the review and revision of teacher certification regulations to ensure that school systems are staffed by professionals qualified to meet new and emerging educational program needs (Action Strategy 14.7). Two members of the unit are members of the State Professional Developmental Council. One of these members staffs the Professional Qualifications Sub-Committee of the Council.

The Unit is engaged in the preparation of a Certification Handbook which is intended to help superintendents and the staff of a local board of education to keep certification paperwork to a minimum. It will contain policies and interpretations not found or covered by the Teacher Certification Regulations. It is being undertaken as a related activity to Action Strategy 21 (Reducing paperwork) of the Comprehensive Plan for Elementary and Secondary Education.

The unit has, in cooperation with the Bureau of Research, Planning and Evaluation, developed a monitoring system which provides for the verification of the certification status of personnel employed in the public schools in Connecticut. The system allows for the identification of all teachers and administrators not holding valid certificates for the positions that they hold. The data divide such teachers and administrators into three categories; (1) those holding a certificate with an endorsement that does not match their assignment; (2) those holding a provisional certificate that has expired; and (3) those who have not been issued a certificate to serve in Connecticut public schools. Through the application of this data system, it will be possible to ensure that all professional personnel employed in the loca school districts hold appropriate certificates.

II. Short-Term Objectives

(Goal Ref.) **(CP Code)**

(I) Section 10-145a - Issue certificates to teach or to supervise in any public school.

(I) CGS 10-146b - Prepare materials on appeals for extension of certificates.

(III) 14.7 - Participate in the review and revision of teacher certification regulations.

(II) 21 - Prepare certification handbook to ease paper burden of superintendents of schools.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)		1978-79	1979-80	1980-81
CGS 10-145a -	Turn around time for certification process (1 month)	Achieved	Achieved	Achieved
CGS 10-145a -	Verification of teacher certification and assignment	-	Achieved	Achieved
	Certification Handbook	-	-	In process
	Lists of certified teachers as an aid in school staffing:			
	1. Alphbetical by teacher's name showing endorsements and expiration date	-	-	Distributed
	2. By subject field (endorsement) showing all those teachers holding valid certificates	-	-	Distributed
14.7	Participate in revisions of certification regulations	-	-	Achieved
14.7	Participation in on-site evaluation of teacher training programs	-	-	In process

B. Statistical Data

(CP Code)		1978-79	1979-80	1980-81
CGS 10-145a -	Certificates issued:			
	Provisional	8,818	7,516	6,456
	Standard	3,854	2,671	1,881

	1978-79	1979-80	1980-81
Temporary Permits (issued and renewed)	28	31	32
CGS 10-145a - Certification Fees Collected	$189,207	$151,205	$124,770

C. Interpretation
As a result of the annual survey on the verification of the certification status of teachers, the following two lists were developed to aid all local school districts in operational and staffing problems:

1. An alphabetical list by teacher's name showing all the certificates and the endorsements on these certificates held by each teacher; and

2. A list of subject field (endorsement) showing under each subject field all those teachers holding valid certificates to teach or serve in each particular area.

These lists are going to be made available to local school districts on an annual basis.

Further refinements made to improve the master file and data processing procedures have resulted in making the annual vertification of the certification status of teachers a manageable task.

The number of certificates issued is still declining. There are fewer applications being received for provisional certificates. Also, provisional certificates are no longer issued for five years and renewed for five years as in prior years. They are now issued for a ten year period. As a result of this occuring in 1975, the need to renew the five year provisional certificates has steadily decreased. During the 1981-82 school year, we do not expect to receive any requests for renewals of five year provisional certificates.

In spite of the oversupply of teachers in general, there appears to be a shortage of teachers in the areas of industrial arts, distributive education, mathematics and the sciences.

IV Resources

SOURCE	DISTRIBUTION		
	Personnel	Grants	Other Expenses
State	$107,669	--	------
Federal	—	–	------
Other	—	–	------
Total	$107,669		

DIVISION OF EDUCATIONAL ADMINISTRATION
Bureau of Grants Processing

I. Bureau Organization

The Bureau of Grants Processing consists of four units: State Grants, Federal Grants, School Facilities and Child Nutrition Programs. The primary purpose of the Bureau of Grants Processing is to ensure that the local school districts of the state, other eligible local education agencies, and other eligible state agencies receive their proper share of state and federal grants-in-aid for educational purposes, based on local reports and other substantiating materials processed through the bureau. In addition, the Bureau of Grants Processing conducts audits and reviews, and provides technical assistance to grant recipients in order to ensure compliance with current state and federal legislation and regulations.

The State Grants Unit is responsible for (1) processing LEA state grant applications for payment; (2) collecting all necessary expenditure data in order to calculate Minimum Expenditure Requirements (MER) and other state grants (e.g. Guaranteed Tax Base (GTB)); (3) conducting audits of selected LEAs; and (4) providing technical assistance to LEAs in preparation of grant applications and the completion of expenditure reports.

The Federal Grants Unit is responsible for (1) processing LEA federal grants for payment; (2) reviewing current practices and procedures involved in the allocation and distribution of federal funds; (3) conducting audits of selected LEAs; and (4) providing technical assistance to LEAs in the preparation of the fiscal aspect of grant applications and the completion of expenditure reports.

The Child Nutrition Unit is responsible for (1) processing LEA state and federal grant applications for payment; (2) preparing state plans for submission to the U.S. Department of Agriculture; (3) conducting administrative reviews and audits of grant recipients for state/federal compliance; (4) conducting in-service activities to increase the awareness of the public and schools to nutrition; and (5) providing technical assistance to grant recipients in the preparation of grant applications and the completion of expenditure reports.

The School Facilities Unit is responsible for (1) processing school facilities grants for payment; (2) reviewing school facilities applications for compliance with applicable architectural, federal and state regulations and code requirements; and (3) conducting on-site reviews of school facilities projects and school buildings for compliance with state/federal codes.

II. Bureau Summary

The major accomplishments of the bureau were as follows:

1. Regional workshops and office conferences were conducted to provide technical assistance to LEAs in the reporting and management of grants.

2. Fiscal and program audits were an on-going activity in order to assure the accuracy of program and fiscal data submitted to the State Department of Education.

3. Grant computation worksheets, procedure manuals and formulas were examined and redesigned to not only strengthen internal audit procedures and controls, but to also meet revised statutory and regulatory requirements.

4. Grant payments were made to eligible LEAs and other agencies based upon approved grant applications.

III. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$282,305	$409,442,478	$44,397
Federal	381,421	80,586,284	170,502
Other	-0-	-0-	-0-
Total	$663,726	$490,028,762	$214,899

DIVISION OF EDUCATIONAL ADMINISTRATION
Bureau of Grants Processing
Child Nutrition Unit

I. Description of Program Activities

The goals of the National School Lunch Program when legislated in 1946 were to (1) to distribute surplus commodities and support farm income; and (2) to safeguard the health of school children. The programs have expanded since that time to include the School Breakfast Program, Special Milk Program, Child Care Food Program and Summer Food Service Program.

The unit consultants assist the sponsoring agencies in implementing the programs through technical assistance and resource commitments by: monitoring compliance with nutritional requirements, financial and other policy guidelines; and establishing record-keeping and reimbursement systems.

Outreach efforts are made through the use of mass media, mailings, and visits to targeted schools, so that program benefits can be made available to all children especially in areas with a high concentration of needy children. This outreach effort encourages children eligible for free or reduced price meals to participate in one or more of the Child Nutrition Programs.

The Nutrition Education and Training Program, which has been in effect since 1978, is administered by this unit and implemented by a subcontract with the University of Connecticut, Department of Nutritional Sciences. The four areas include (1) instructing students with regard to the nutritional value of foods and the relationship between food and human health; (2) training school food service personnel in the principles and practices of food service managment; (3) instructing teachers in sound principles of nutrition education; and (4) developing and using classroom materials and curricula.

II. Short-Term Objectives

(Goal Ref.)	(CP-Code)
(I, II, III, Iv)	1.6 - Prepare State Plans for submission to USDA. Implement State Plans Develop and institute interagency contracts. Process applications and grant payments. Evaluate prior year's operation.
(I)	4.1 and 4.3 - Develop and send out USDA policy statements and attachments. Check returned policy statements and attachments for accuracy and completeness. Contact those LEAs and institutions with problems and assist them as needed. Conduct civil rights reviews of selected LEAs and institutions.
(I, II, III)	5.2 - Read and analyze all new legislation and regulations. Develop and distribute operational memorandums, or revised regulations when changes take place. Conduct workshops.

(II) 6.1 - Serve on various State and National Advisory Councils to Child Nutrition Programs.
Provide fiscal impact data for proposed or existing legislation at the state or federal level.

(II) 6.2 - Develop and nurture existing information networks witin the state and at the national level.

(II) 9.2 - Share the results of pilot nutrition education projects with various publics.
Write summary report of positive self-image developed through participation in nutrition education pilot programs.

(I) 10.3 - Assist the SDE Committee appointed to develop the Health Education curriculum guide - nutrition components. Continue to serve on the SDE Committee appointed to develop the Family Life Education curriculum guide - nutrition components.

(I) 10.10 - Assist public and non-profit private schools/school system in developing goals for nutrition education. Monitor contracts with other state agencies to ensure progress in the area of staff development.

(I, II) 12.1 - Provide technical assistance to LEAs and institutions through in-service workshops and conferences.
Prepare press releases, etc. to inform public concerning Child Nutrition Programs.

(I, II) 12.4 - Conduct outreach activities to increase participation rate in Child Nutrition Programs.

(III) 14.3 - Advise school systems of the availability of the Nutrition Education Training Program. Conduct in-service activities. Support graduate credit courses in nutrition through tuition reimbursements.

(II) 15.3 - Purchase nutrition education and food service training materials, media and kits. Participate in regional workshops for public and nonprofit private schools to inform them of the materials and their uses. Evaluate the effectiveness of the informational resources centers.

(I) 17.4 - Communicate in person, through publications or the media with LEAs, parent organizations, professional organizations, etc.

(IV) 19.4 - Prepare the Request for Proposals (RFPs) for an evaluation of Child Nutrition Programs. Gather information and data necessary to accomplish evaluation.

(III) 19.9 - Establish a schedule for reviewing LEAs, state agencies and other institutions. Develop contracts to assist in auditing participants.

(II) 21.3 - Develop data program to analyze fiscal information.

(II) 21.8 - Cooperate with CEIS, CASA, CASBO, CSFSA etc.

III. Evaluation

A. Status of Short-Term Objectives (CP Code)	1978-79	1979-80	1980-81
1.6 - Implement four State Plans	Achieved	Achieved	Achieved
1.3 - Develop Free and Reduced Policy procedures	Achieved	Achieved	Achieved
6.1 - Served on Advisory Councils	Achieved	Achieved	Achieved
9.2 - Implement Nutrition Education and Training	Achieved	Achieved	Achieved
10.3 - Assist with Health Education curriculum guide	-	Achieved	Achieved
10.10 - Conduct NETP outreach activities	Achieved	Achieved	Achieved
12.4 - Conduct CNP outreach activities	Achieved	Achieved	Achieved
14.3 - Advise school systems of availability of Nutrition Education and Training	Achieved	Achieved	Achieved
15.3 - Purchase Nutrition Education training materials for RESCs	-	-	Achieved
17.4 - Communicate with public through media etc.	Achieved	Achieved	Achieved
19.4 - Prepare the RFPs for an evaluation of NETP	-	-	Achieved
21.3 - Develop data program to analyze fiscal information	-	Achieved	Achieved
21.8 - Cooperate with CEIS, CASA, CASBO & CSFSA	Achieved	Achieved	Achieved

B. Statistical Data (CP Code)	1978-79	1979-80	1980-81
1.6 - Number of State Plans	4	4	4
12.1 - Provide technical assistance through in-service workshops	8	12	18

(CP Code)	1978-79	1979-80	1980-81
19.9 - Review sponsoring agencies under Federal Assessment, Improvement and Monitoring System (AIMS)	-	-	66
19.9 - Developed contracts to improve audit capacity	1	2	3

C. Interpretation

Most of the unit activities have been on going for several years. The outreach activities which were in the past primarily to start new programs now have shifted to maintaining existing programs during the budget cutting process. The exception is the growth in the Child Care Food Program primarily in the Family Day Care Homes.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$32,185	$2,462,719	$404
Federal	165,984	26,091,381	30,896
Other	-	-	-
Total	$198,169	$28,554,100	$31,300

DIVISION OF EDUCATIONAL ADMINISTRATION
Bureau of Grants Processing
State Grants Unit

I. Description of Program Activities

The State Grant Unit is required to interpret all general statutes pertaining to State Aid Grants, develop data collection forms, instructions and procedures and process applications for grant payments. The unit provides assistance to local school districts to enable them to make accurate and complete applications for state aid. The unit must reconcile all applications with supporting financial and statistical information, submitted at the close of the school year., before final approval of the grants can be made or a compilation of state data can be summarized and reported. (Action Strategy 17.4)

The unit has selected six local school districts for the purpose of piloting a model "Cost Center Resource Allocation and Accounting System". (Action Strategy 4.4) Technical assistance is provided in the interpretation and use of the new Connecticut Handbook II developed from the Revised Handbook II Financial Accounting, Classification and Standard Terminology for Local and State School Systems.

Another activity is to monitor and report local school district Minimum Expenditure Requirements. (Action Strategy 4.1) Reports are made to the State Board of Education and local school districts about current and future MERs in January of the current fiscal year.

The unit monitors and reports the local school tax rate as reported on the End of Year School Report (ED001) (Action Strategy 4.5).

The unit maintains the fiscal responsibility for P.L. 95-561 of ESEA - Title V, Part B, Strengthening State Educational Agency Management. Financial data are reported to the project director on a regular director on a regular basis as well as financial assistance provided to project managers. The Unit also prepared the Annual Report of Title V that was submitted to the USOE in September 1980.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
	a.1 - Administer State Grant in Aid Programs.
	a.2 - Provide assistance to the Title V, Part B project director in the administration of the federal program.
(II)	17.4 - Collect, summarize and disseminate financial and other data from school districts for local, state and federal use.
(II)	4.1 - Provide consultative assistance to local agencies for the accurate preparation of grant applications and the reporting of their Minimum Expenditure Requirement.
(II)	4.4 - Assist six local school districts in the piloting of the Cost Center Resource Allocation and Accounting System.

(Goal Ref.)	(CP Code)
(II)	4.5 - Monitor and Report School Tax Rate

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
17.4 - Data collected, published and disseminated to LEAs.	Achieved	Achieved	Achieved
a.1 - Payments of State Grants in Aid.	Achieved	Achieved	Achieved
a.2 - Prepare a three year application for grant under P.L. 95-561 Title V, Part B.	-	-	Achieved

B. Statistical Data

(CP Code)	1978-79	1979-80	1980-81
4.1 - Provide technical assistance to local school districts.	All Districts	All Districts	
a) Regional workshop.	8	-	8
b) Office conferences.	-	15	18
c) Telephone conferences.	-	5,500	5,700
4.4 - Pilot the Cost Center Resource Allocation and Resource System	-	-	7 Districts
a.2 - Assist in Annual Evaluation of P.L. 95-561 Title V, Part B.	-	1	1
a.2 - Assist in the administration of P.L. 95-561, Title V, Part B.	-	Achieved	Achieved

C. Interpretation

The payments of grants in aid to local school districts are based on the receipt of financial data that serves both as a local end of the year school report of expenditures and grant applications. The unit's activities are chiefly reconciling the expenditure reports and verifying the applications for aid. The Unit works with local school superintendents, school business officials and grant programs personnel. Assistance is provided through phone and office conferences and regional workshops at which time forms are explained and data requests clarified, record keeping up-dated and new legislation and regulations clarified.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$74,986	$370,544,660	$42,743
Federal	73,030	53,064	119,606
Other	-0-	-0-	-0-
Total	$148,016	$370,597,724	$162,349

DIVISION OF ADMINISTRATIVE SERVICES
Bureau of Grants Processing
Federal Grants Unit

I. Description of Program Activities

The Federal Grants Unit prepares the grant award for processing (USOE grant award letter, A-95FS, etc.); allotment (83'Bs); reservation of funds (OF-6 or OF-153); and payments to local education agencies (OF-29). In addition, the unit distributes and receives Quarterly Cash Status Reports, End of Year Fiscal Reports, and provides technical assistance to local school districts and state agencies.

The Federal Grants Unit also translates federal/state legislation, rules and regulations into appropriate manuals, applications, and fiscal reporting forms to achieve effective analysis and better coordination of fiscal information between the federal, state and local educational agencies and within the various units and subdivisions of the State Department of Education.

The specific purposes of the Federal Grants Unit's activities are to provide:

1. an accurate, current and complete disclosure of the financial results of each grant;
2. records which identify adequately the source and application of funds for grant-supported activities;
3. effective control over and accountability for all grants and real and personal property acquired with grant funds;
4. comparison of actual expenditures with budgeted amounts for each grant;
5. procedures which minimize the time elapsing between program approval and payments to local educational agencies; and
6. procedures for determining the allowability and allocability of costs against a particular grant.

The particular state grant programs handled by the Unite include:

1. State Aid for Disadvantaged Children;
2. State Adult Basis Education;
3. State Bilingual Education; and
4. State Career and Vocational Education Incentive Grants

In the area of federal programs the following are included:

1. ESEA Title I, Part A (Low-Income);
2. ESEA Title I, Part B (Special Incentive)
3. ESEA Title I, Neglected and Delinquent;
4. ESEA Title I, Migrant;
5. ESEA Title I, Handicapped;
6. EHA Title VI, Part B (Handicapped);
7. ESEA Title IV, Part B (School Libraries);
8. ESEA Title IV, Part C (Innovative);
9. Title IV, Civil Right Act of 1964 (LAU);
10. Title IV, Civil Rights Act of 1964 (Racial Desegregation);
11. ESAA, Title VII (State Model Arts Project);
12. Federal Adult Basic Education;

13. ESEA Title VII (Right to Read);
14. Teacher Centers Program, Higher Education Act, Title V, Part B;
15. Indo Chinese Refugee Children;
16. Transition Program for Refugee Children - Cuban/Haitian;
17. Title IV, Civil Rights Act of 1964 (Sex Desegregation);
18. Career Education Incentive Grants;
19. Title IX, Gifted - Talented; and
20. Career Education for Adults.

II. Short-Term Objectives

(Goal Ref.)	(CP-Code)
(I)	4.2 - To develop formulas for the distribution of federal and state grants in order to ensure fiscal equity and responsiveness to student needs.
(III)	4.1 - To provide technical assistance and information to local educational agencies and other state agencies for the effective and efficient implementation of grant programs.
(II)	3.1 - To collect, analyze, and disseminate financial data from local educational agencies and other agencies for specific state and federal purposes.
	a.1 - To coordinate the initial processing of federal grants and certain state grants received by the Division of Educational Administration and the Division of Elementary & Secondary Education (a) allotment, (b) reservation, (c) payment, and (d) fiscal reporting.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
3.1 - Collect, analyze and disseminate financial data.	Ongoing	Ongoing	Ongoing
4.1 - Provide technical assistance.	Ongoing	Ongoing	Ongoing
4.2 - Develop formulas for equitable distribution of funds.	Achieved	Achieved	Achieved
a.1 - Coordinate initial processing of grants.	Achieved	Achieved	Achieved

B. Statistical Data

(CP Code)	1978-79	1979-80	1980-81
3.1 - Number of Grant Recipients			
(a) public schools	149	149	149
(b) regional districts	16	16	16
(c) vocational/technical	17	17	17
(d) State-aided/supported	16	16	16
(e) non-public	297	297	297

(CP Code)	1978-79	1979-80	1980-81
4.1 - Number of Telephone Consultations	7,250	7,300	7,400
4.1 - Number of Follow-up Letters on Delinquent Fiscal Reports	3,500	3,650	3,600
4.1 - Number of Payments Temporarily Withheld Because of Non-compliance	200	225	210
4.1 - Number of Workshops Held	15	15	10
4.1 - Number of LEA Technical Assistance Conferences	40	50	70
4.1 - Number of On-Site Visits Conducting Fiscal Monitoring	20	25	35
4.1 - Number of Publications	6	6	6
3.1 - Number of Fiscal Analyses Conducted to Determine Whether Expenditures Follow Approved Budget	375	375	375
4.2 - Number of Formulas Used	4	3	6
4.1 - Grants Administered (State/Federal)	18	18	20

C. Interpretation

The main objectives of the program have been achieved. Nevertheless, there is a basic need for more staff not only to analyze in greater detail the fiscal reports submitted by local educational agencies, but also to expand the capacity of the Federal Grants Unit to meet the additional responsibilities created by new federal regulations. The enactment of EDGAR* will result in a greater burden on LEAs and a corresponding need for assistance for this unit.

*EDGAR stands for Education Division General Administrative Regulations.

Overall, the following objectives are being achieved:

1. Local educational agencies have begun to devise more accurate fiscal procedures for the accounting of state/federal funds.

2. Turnaround time to LEA and SEA initiated requests has decreased markedly.

3. The State Board of Education, the Commissioner and the program managers have received fiscal information upon which to base their program decisions.

4. The distribution of state/federal grants has met the need for fiscal equity and the needs of students.

5. The on-site technical assistance efforts of the unit have been increased in response to the needs of local school districts.

IV. Resources

SOURCE	DISTRIBUTION		
	Personnel	Grants	Other Expenses
State*	$	$9,188,750	$
Federal**	135,500	54,441,839	20,000
Other	--	--	--
Total	$135,500	$63,630,589	$20,000

*P.A. 77-588, State Bilingual Education Act
Section 10-266a-e,j, State Aid for Disadvantaged Children
Section 10-73b, State Adult Basic Education
Section 10-99a-d, State Career and Vocational Education Incentive Grants

**Primary Sources
P.L. 91-230 as amended by P.L. 95-561, Adult Basic Education Act, Title III
P.L. 88-352, Civil Rights Act of 1964, Title IV
P.L. 89-10 and P.L. 89-313 as amended by P.L. 95-561, Elementary & Secondary Education Act, Title I
P.L. 93-380 as amended by P.L. 95-561, Elementary and Secondary Education Act, Title IV
P.L. 91-230 as amended by P.L. 94-142, Education of the Handicapped Act, Title VI
P.L. 94-482, Teacher Centers Programs, Title VI, Part B
P.L. 95-561, Basic Skills Programs, Title II
P.L. 95-207, Career Education Incentive Programs
P.L. 95-561, Gifted and Talented Programs, Title IX
P.L. 96-212, Refugee Act of 1980
P.L. 94-482, Vocational Education Amendments of 1976

DIVISION OF EDUCATIONAL ADMINISTRATION
Bureau of Grants Processing
School Facilities Unit

I. Description of Program Activities

The Unit collects and distributes cost, technical and procedural data on all municipal and regional projects receiving state grants. Staff works on the development of review standards and procedural recommendations; reviews all programs, plans and specifications for economy and utility; inspects existing school plants and sites for suitability for specific uses; reviews all final plans and specifications for conformity with pertinent state laws and regulations; reviews all grant applications for correctness; and determines grant amounts. The Unit also certifies periodic and final grant payments to towns and regions. Technical assistance is provided on architectural selection and proper procedures relating to school facilities development, on site, if necessary, and appropriate design concepts and their detailed development. In addition, the staff works with LEAs to clarify the complexities of the state's school construction aid program.

Further functions include communication with other state and federal school building agencies on latest developments in the field of school plant planning; organizing and planning for implementation of P.A. 76-418 standards and regulations during FY 81, advising local school officials, architects and representatives of community groups on application of governing laws, regulations and Department policy; assisting in formulating Department policies and the review of legislation concerning construction of school plants; assisting in implementing P.A. 76-418 standards and regulations; reviewing all public educational facilities and occasionally private educational facilities, construction plans, specifications, addenda and construction change orders, for violations; and preparing, writing, editing and promoting color slide educational programs relating to obvious fire hazards.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(I, II, III, IV)	1.4 - Consult with appropriate SDE and OPM personnel concerning Action Plans for reduced energy consumption. Develop manuals and pamphlets which address energy plans for all schools. Provide technical assistance to local school systems concerning energy and energy conservation.
(I, II, III, IV)	1.6 - Review applications for school facilities grants. Process payments for school facilities grants. Prepare annually estimate for future school facilities grants. Monitor progress of approved school facilities projects.
(I, II, III, IV)	2.6 - Publish and distribute pamphlets and booklets which inform school systems concerning alternative school uses. Conduct workshops and conferences concerning strategies related to declining enrollment and its implications for alternative uses of available school facilities.
(I)	4.2 - Review annually the method by which school facilities grants are determined.

(I) 11.5 - Conduct conferences with LEA personnel, architects, etc., to review preliminary plans and educational specifications of proposed school facilities projects.
Conduct on-site inspections in accordance with P.A. 76-418 to ensure compliance with code regulations.
Review final plans, specifications, addenda and change orders for compliance with code regulations before approving for grant.

Meet with appropriate LEA personnel to advise them concerning the maintenance of appropriate school facilities.
Publish and distribute manuals which address code requirements and other requirements necessary to provide a safe and appropriate learning environment.

(I) 13.4 - Prepare Circular Letters and information to be distributed to LEAs and other interested parties to ensure compliance with Section 504.
Conduct on-site inspections of school facilities for compliance with Section 504.
Hold advisory conferences with LEAs to inform them about Section 504 requirements.
Consult with other SDE personnel to ensure a consolidated effort which assures access to all programs by the handicapped.

(I) 17.4 - Participate in associations and advisory councils which deal with school construction.
Distribute publications prepared by the School Facilities Unit to all interested publics.

(IV) 19.2 - Coordinate efforts in the area of school construction and compliance, wherever possible, with other state and local agencies (e.g. Health, State Fire Marshal, Local Building Official, etc.).

III. Evaluation

A. Status of Objective

(CP Code)	1978-79	1979-80	1980-81
1.6 - Make Construction grants	Achieved	Achieved	Achieved
Provide information and leadership	Achieved	Achieved	Achieved

B. Statistical Data

(CP Code)			
2.6 - Booklets, summaries and data sheets distributed (2)	500	900	4,300
17.4 - Advisory Conferences held (2) (Telephone & Office)	500	2,000	2,015
11.5 - Sites Evaluated in field (1-2)	---	3	6
Buildings reviewed in field (1-2)	172	222	182

(CP Code)	1978-79	1979-80	1980-81
11.5 - Educational specs reviewed (1-2)	86	230	202
11.5 - Preliminary plans reviewed (1-2)	92	72	190
11.5 - Suggestions for improvement made (1-2)	440	824	878
11.5 - Sketch conferences held (1-2)	86	130	133
11.5 - Sets of final plans reviewed for compliance (1-2)	62	489	366
11.5 - Schools involved in the asbestos problem that had to be reviewed (1-2)	7	12	9
11.5 - Implemtation of P.A. 76-418 requiring school buildings to be visited (1-2)	125	165	104
1.6 - Regular grants processed for payment (Sec. 2)	42	35	38
Dollars certified for payment, regular (Sec. 2)	$18,235,321	$16,904,482	$7,490,961
1.6 - Interest subsidy grants processed for payment (Sec. 8)	366	389	393
Dollars certified for payment, interest subsidy grants (Sec. 8)	$3,180,788	$3,769,021	$4,586,877
1.6 - Estimates prepared, future fiscal needs	--	--	--
1.6 - Annual grants processed for payment (Sec. 1)	647	578	494
Dollar certified for annual payments (Sec. 1)	$14,498,778	$13,167,250	$11,784,252
1.6 - Vo - Ag Equipment grants processed for payment	2	5	2
Dollars certified for Vo-Ag Equipment payment	$ 18,792	$ 62,894	$ 4,340
1.6 - Leasing grants processed for payment	--	--	--
Dollars certified for leasing payment	--	--	--
1.6 - Annual grants processed for payment (Sec. 3)	5	13	27
Dollars certified for annual payments (Sec. 3)	$116,935	$554,209	$1,409,876
1.6 - Interest grants processed for payment (Sec. 3)	6	11	33
Dollars certified for interest payments (Sec. 3)	$283,065	$356,344	$1,937,047

C. Interpretation

The evaluation data presented above strongly represent the varied approaches to school construction grants. Our main thrusts are to provide partial finances to the school districts; lead the way to safer schools by publication, inspections and communications; provide information to the educators, taxpayers, bankers and lawyers; and to pave the way for economical solutions to school facility projects.

IV. Resources

SOURCE	DISTRIBUTION Total Personnel	Grants	Other Expenses
State	$131,600	$19,722,391	$1,250
Federal	6,907	-0-	-0-
Other	-0-	7,490,958	-0-
Total	$138,507	$27,213,349	$1,250

DIVISION OF EDUCATIONAL ADMINISTRATION
Bureau of Research, Planning and Evaluation

I. Bureau Organization

The overall mission of the Bureau of Research, Planning and Evaluation is to ensure that the Department, its individual program managers and Connecticut educators and citizens will have the information they need for effectively directing and operating the public elementary and secondary schools of the state.

This information is generated in the form of: research findings; program evaluations; summaries of current practice; policy analysis; reports on the condition of public schools, their progress and needs; and policy recommendations concerning the educational interests of the state.

The Bureau of Research, Planning and Evaluation is organized into five units: (1) Assessment and Testing; (2) Data Processing; (3) Information Systems; (4) Program Evaluation; and (5) Research and Planning.

Assessment and Testing Unit

This unit is concerned primarily with the development and dissemination of information about how well public schools and the State Department of Education are performing with respect to established sets of statewide and local educational goals and objectives. It serves as the testing and measurement resource for the State Department of Education and oversees the development and implementation of statewide assessment activities. A major responsibility is to develop systematic evaluation strategies and techniques for reporting on the progress of public education in meeting established pupil achievement objectives.

Data Processing Unit

This unit is responsible for all activities related to the development and maintenance of the Department's computer processed data. These duties include the development and upkeep of computer systems required for the storage, processing and use of information. Unit staff work with Department personnel (users) to meet their ever increasing need for readily accessible information.

Information Systems Unit

This unit is concerned primarily with the production and organization of information about the operational functioning of the schools. The projects of this unit all relate to the efficient and centralized collection, management and reporting of data on public elementary and secondary schools. The unit provides relevant information in various formats to the appropriate educational audience both within the Department, and throughout the larger educational community. In its role as an information clearinghouse, this unit has the primary responsibility for coordinating all data collection activities within the Department, which includes the formal approval of all data gathering requests.

Program Evaluation Unit

This unit is concerned with collecting, analyzing and interpreting information about how well the school and the department are fulfilling their mission, i.e., actual performance compared with educational goals and objectives. Projects of this unit relate to evaluating educational programs and practices. In addition, it assesses and documents the impact of state and local programs, as well as develops evaluation designs and strategies to aid local school districts in meeting their evaluation needs. The unit assists in the evaluation of all Department activities.

Research and Planning Unit

This unit is concerned with providing information for use in the development of policy and programs. The projects of the Research and Planning Unit relate to such activities as the analysis of trends, relationships, similarities and differences, and to development activities, e.g., the systematic use of research-based generalizations to create new policy and program alternatives.

This unit also performs and/or manages specific ad hoc planning projects for the Department, either completing them or more appropriately, carrying them to the point where they can be moved elsewhere for implementation. The research and analysis functions of this unit contribute to the general planning activities of the Bureau, the Department, and local education agencies.

II. Bureau Summary

The majority of Bureau accomplishments relate directly to Divisional long-range objectives as stated in the Comprehensive Plan for Elementary and Secondary Education. In the area of assessment and testing the following accomplishments were noted:

(1) The Ninth Grade Proficiency Testing which was moved to the Fall was completed on schedule. Test results were disseminated to local school districts and a statewide press conference was conducted to announce the results of the October 1980 testing. The first Educational Evaluation & Remedial Assistance (EERA) Biennial Report, covering School Year 1979-80, was published and disseminated, as well as the selection of a contractor to administer the October 1981 testing and develop two new forms of the Ninth Grade Proficiency Test. For the first time the department conducted special research analyses on questions posed by locals regarding the ninth grade test results, as well as providing test analyses by town-of-residence to allow for local program evaluation purposes (Action Strategy 18.2);

(2) Evaluations of the Federal ESEA, Title I and State SADC programs were completed for two school years (1978-79 and 1979-80). A new reporting format that provided more useful information for state policy makers was developed and published, including for the first time an Executive Summary containing specific Action Strategies to be initiated by compensatory education program and evaluation staff. Also, a new Migrant Program Evaluation Report was published which described the 1979-80 program results and contained a design for the more efficient collection and reporting of useful information for state and local administrators (Action Strategy 20.2, 3.6, and 18.4); and

(3) A "Ten Year Planning Guide" that outlined the state evaluation requirements and the need for an evaluation design to report on the State Board Objectives for Student Accomplishments was developed, shared with appropriate department curriculum and program staff and disseminated to local school districts. This plan will provide LEAs with sufficient lead time to arrange school testing so as to minimize potential testing conflict and to encourage local use of Connecticut

Assessment of Educational Progress (CAEP) instruments for local evaluation and planning. In addition, CAEP Science and Mathematics assessment reports were published; CAEP Art and Music testing administered; and CAEP Career Education testing development initiated (Action Strategy 18.1 and 3.2).

In the area of program evaluation Bureau staff conducted a broad set of activities to assist Connecticut school districts in their development and reporting of goals in accord with P.A. 80-166. A handbook outlining multiple strategies of goal development was published and disseminated; briefing sessions were conducted at each of the area (regional) superintendent meetings; statewise workshops were held to provide direct technical assistance; and a collaboration between the department and Regional Education Service Centers (RESCs) was established which made available technical services by the RESCs on this task to each district (Action Strategy 7.2, 7.3, and 7.4).

Evaluation unit staff provided assistance to the Department's Instructional Effective Schools project through the development of special data analysis techniques for analyzing achievement test scores for SAT groups of students, to assist local school building staff in diagnosing need areas, and the development of a documentation study which will monitor and evaluate implementation efforts in the forthcoming stages of the project (Action Strategy 15.3 and 15.4).

In regard to research and planning activities, bureau staff provided leadership in the development of three important policy reports. A report was prepared in response to P.A. 79-128 to provide local districts with staffing and instructional models that established appropriate targets for local districts to use in their budget and resource allocation decision making process. For the second time a comprehensive report on projected enrollment (through the year 2000) was prepared that provided state policy makers with a scientifically-constructed forecast of future statewide demographic trends. In addition, special local enrollment analyses were provided to eight LEAs for their own forecasting. And a preliminary and original study of Teacher Demand and Shortage for Connecticut was completed and served as a baseline for a future study of Teacher Supply and Demand and as a backdrop for a department conference on teacher needs in critical areas of shortage (Action Strategy 11.1, 11.3, 2.6 and 2.4).

In addition, research staff worked with the legislatively mandated Educational Equity Study Committee to develop a series of legislative proposals for refining the School Finance Law (GTB). Data for the GTB grant were collected, verified, adjusted and grant calculations prepared. Consultation and technical assistance were provided to numerous communities on budget decisions related to state aid, as well as the preparation of special simulations on pending legislative proposals. Staff also prepared and submitted to the National Institute of Education (NIE) a proposal for conducting a three year study of the impact of the state school finance reform on towns and school districts (Action Strategy 4.1, 4.5, 19.8 and 5.1).

With respect to the area of information management and data processing, Bureau staff provided leadership in establishing an intra-bureau, inter-department and inter-agency working team that allowed for: some large LEAs to report their TRB-3 data in an automated fashion to the state (tape to tape); the Teacher Certification Unit to check on the certification of active public school teachers in a more timely fashion and to report regularly to the State Board on this issue; the Research Unit to publish the most accurate assessment of statewide staff characteristics and staffing ratios to-date;

and the first time preparation by the Information Systems and Data Processing Units of two reports to LEAs: one on the multiple certification status of teachers enabing local districts to identify current staff certified to teach in areas of shortage; and a second notifying districts of teachers whose certification is about to expire (Action Strategy 21.6, 21.2, 14.6 and 21.9).

Data processing activities this year enhanced data input and updating capabilities that increased the efficiency and productivity of program users for three Grants Processing Unit programs (expenditure report, form ED001; enrollment, from ED002; compliance and transportation, form ED006) as well as TRB-3 system, SEMIS system and Vocational Rehabilitation, where a replication of the state system for the Hartford field office was achieved. Staff continued to upgrade the capabilities of the Office of Internal Management by supporting the implementation of the Financial Accounting System. In addition, the Payroll-Personnel System has been modified, tested and put into production and the Payroll - Personnel file has been brought up-to-date. A plan for analyzing the data processing needs and capabilities of the department to serve vocational education reporting was developed and conducted in concert with the State Data Center, and a pilot test of a Data Base Management System (MISVE/System 2000) is being conducted (Action Strategy 21.7).

Considerable time was devoted to the development of an integrated report series which indentifies some twenty-five (25) annual or biennial bureau publications produced by the five units. These documents range from the Data Acquisition Plan, to the Compensatory Education Programs Report, to the High School Graduate Follow-up Report. An efficient and timely schedule for production, review and dissemination of the reports was developed including production dates and individuals to contact for each report (Action Strategy 3.1 and 20.1).

III. Financial Summary

SOURCE	DISTRIBUTION		
	Personnel	Grants	Other Expenses
State	$215,133	--	$388,900
Federal	547,864	--	27,000
Other	--	--	--
Total	$762,998	--	$415,900

DIVISION OF EDUCATIONAL ADMINISTRATION
Bureau of Research, Planning and Evaluation
Assessment and Testing Unit

I. Description of Program Activities

The Assessment and Testing unit is a newly formed unit responsible for producing assessment data/information useful for policy making and management at the state and local levels. The Unit primarily emphasizes three program components:

1. Education Evaluation and Remedial Assistance (EERA) activities include: conducting in-service assessment workshops; the development and administration of a ninth-grade proficiency examination; providing materials and technical assistance to school districts; evaluating school district testing and remedial assistance plans; analyzing the district EERA biennial reports; and designing a procedure for conducting on-site program audits.

2. Connecticut Assessment of Educational Progress (CAEP) activities include: conducting in-service test administration and interpretation of assessment data workshops; development and administration of objective - referenced tests (Art, Music, Career Education); dissemination of test results (Science, Math); and the development of a ten-year CAEP assessment design.

3. Compensatory Education evaluation activities include: conducting regional workshops on selected evaluation issues: coordinating the involvement of the Region I Technical Assistance Center (TAC) in the State; reporting on the effectiveness of compensatory education programs; and providing technical assistance to local school districts related to the evaluation of compensatory education programs (i.e., Title I, the State Aid for Disadvantaged Children (SADC), Neglected and Delinquent, and Migrant Programs).

II. Short-Term Objectives

(Goal Ref.)	(CP Code)	
(II)	3.1, 20.1	- Revise and publish an integrated series of reports on the condition of education in Connecticut, including comprehensive information on resource, programs, students and staff.
(IV)	3.2	- Publish summary report on programs of Connecticut students.
(III, IV)	3.6	- Provide training to staff in school systems, including state-operated schools, in interpreting, analyzing and using information from state-wide testing to improve instructional programs.
(III)	14.3	- Initiate a program of staff development by September 1980, to include: coordination of staff development programs within the Department; improved cooperation between teacher-training institutions, school systems and teacher organizations; technical assistance to teachers, administrators and school board members in organizing staff development activities; and assistance to school systems in evaluating staff development programs.

(IV) 18.1 - Prepare a ten-year plan to expand the Connecticut Assessment of Educational Progress (CAEP) to include:
  (a) an assessment schedule of cycle to collect longitudinal data and encourage school districts to use CAEP procedures for local evaluation;
  (b) testing programs in the areas of art, music, consumer education and health, consistent with required course offerings;
  (c) an assessment of school climate; and
  (d) An assessment of student attitudes and behavior.

(IV) 18.2 - Implement the Educational Evaluation and Remedial Assistance (EERA) program required by state law (Sec. 10-14m-r of C.G.S.) and publish annually a report analyzing the academic progress of Connecticut students in the basic skills areas of reading, mathematics and writing.

(IV) 18.4 - Publish reports explaining the uses and limitations of test results in evaluating educational outcomes of individuals and groups of students, and inform students, parents and general public or other key indicators of student accomplishments.

(IV) 20.1 - Develop and publish annually more comprehensive reports on the condition of education, including information on the availability and use of resources, program offerings, enrollment of students, training, experience and numbers of staff.

(IV) 20.2 - Publish annually a report on the progress of compensatory education students in mathematics and reading.

(IV) 22.2 - Develop procedures to:
  (a) determine baseline data for evaluating progress in meeting the State Board Objectives for Public Education, using state and local sources of information and statewide test results; and
  (b) establish cooperative arrangements with local school systems if additional data collection is required.

(IV) 22.3 - Report by July 1985 on the state's progress in meeting the State Board Objectives for Public Education.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
3.1, 20.1 - Publications:			
CAEP Science	Initiated	In-Progress	Completed
CAEP Math	Initiated	In-Progress	Completed
CAEP Art and Music	-	Initiated	In-Progress

(CP Code)	1978-79	1979-80	1980-81
College Board SAT Summary	Completed	Completed	Completed
Migrant Evaluation Report	-	-	Completed
Compensatory Education Evaluation Report	Completed	Completed	Completed
EERA Biennial Report	-	-	Completed
EERA Summary Report	-	Completed	Completed
3.2 - Publish a longitudinal analysis of test results	-	-	In-Progress
3.6 - Utilization of test results workshops (CAEP, EERA, Title I)	Achieved	Achieved	Achieved
14.3 - Department Staff development workshops	-	-	Achieved
18.1 - CAEP Ten Year Plan	-	-	Achieved
18.2 - EERA Yearly Summary Report	-	Achieved	Achieved
18.4 - Reports on the uses and limitations of test results: Proposal developed	-	-	Achieved
20.2 - Compensatory Education Evaluations	Achieved	Achieved	Achieved
22.2 - Plan for the Evaluation of the State Board Objectives for Student Accomplishment	-	-	In-Progress
22.3 - Report on Progress in meeting SBE Objectives	-	-	In-Progress

B. Statistical Data

	1978-79	1979-80	1980-81
3.6 - CAEP local option workshops	6	3	6
3.6 - EERA/DRP workshops	-	2	4
3.6 - EERA presentations	12	21	18
3.6 - Title I/Migrant workshops	-	4	6
14.3 - SDE Evaluation workshops	-	-	2

C. Interpretation

It should be noted from the information above that the unit activities are mixed between new or developmental, and ongoing. The major programs within the unit, and their corresponding activities are listed below as an interpretation of the above section:

EERA PROGRAM ADMINISTRATION, DEVELOPMENT AND REPORTING PROCEEDED SMOOTHLY AND ON SCHEDULE. The ninth grade proficiency testing which was moved to the Fall was completed on schedule. Test results were disseminated to local school districts and a statewide press conference was conducted to announce the results of the October 1980 testing. The first EERA Biennial Report, covering school year 1979-80, was published and disseminated, as well as the selection of a contractor to administer the October 1981 testing and develop two new forms of the Ninth Grade Proficiency Test. For the first time the department conducted special research analyses on questions posed by locals regarding the Ninth Grade Test results, as well as providing test analyses by town-of-residence to allow for local program evaluation purposes.

COMPENSATORY EDUCATION EVALUATIONS WERE UPGRADED AND PUBLISHED IN A TIMELY AND USEFUL FORMAT. Evaluations of the Federal ESEA, Title I and State SADC programs were completed for two school years (1978-79 and 1979-80). A new reporting format that provided more useful information for state policy makers was developed and published, including for the first time an Executive Summary containing specific Action Strategies to be initiated by compensatory education program and evaluation staff. Also, a new Migrant Program Evaluation Report was published which described the 1979-80 program results and contained a design for the more efficient collection and reporting of useful information for state and local administrators.

AN ASSESSMENT PROGRAM FOR REPORTING ON THE TRUE CONDITION OF EDUCATION IN THE ELEVEN MANDATE CURRICULUM AREAS WAS DEVELOPED, APPROVED, AND DISSEMINATED.

A "Ten Year Planning Guide" that outlined the state evaluation requirements and the need for an evaluation design to report on the State Board Objectives for Student Accomplishment was developed, shared with appropriate department curriculum and program staff and disseminated to local school districts. This plan will provide LEAs with sufficient lead time to arrange school testing so as to minimize potential testing conflict and to encourage local use of CAEP instruments for local evaluation and planning. In addition, CAEP Science and Mathematics assessment reports were published; CAEP Art and Music testing administered; and CAEP Career Education test development initiated.

IV. Resources

SOURCE	DISTRIBUTION		
	Personnel	Grants	Other Expenses
State	$58,295	--	$319,999
Federal	43,416	--	----
Other	----	--	----
Total	$101,711	--	$319,999

DIVISION OF EDUCATIONAL ADMINISTRATION
Bureau of Research, Planning and Evaluation
Information Systems Unit

I. Description of Program Activities

The Information Systems Unit is responsible for collecting basic statistical data on pupils, staff, and directory information from local school districts throughout Connecticut. The unit performs all preliminary screening of these data and prepares the computer files that support the research and analytical purposes of the department as well as management information requests. The unit also acts as a forms control authority for the entire department, and it coordinates with both local and national review organizations that monitor data reporting requirements in education. Much of the standard data reporting to Washington on elementary and secondary education in Connecticut is performed by the Information Systems Unit. Furthermore, the unit serves other parts of the department in a variety of ways, including the development of innovative data processing systems and the setup of specialized statistical analyses. And, lastly, the unit prepares various publications and reports from the data which it collects and makes available. In particular, the Information Systems Unit collects data on graduates of public and nonpublic high school programs, minority pupils enrollments broken out by school district and grade, the characteristics of all professional staff members hired by school districts, teacher demand and shortages data, and nonpublic school enrollments. It prepares publications and reports as follows: the "Education Directory," the "Data Acquisition Plan," "Town/School District Profiles" - Condition of Education, Volume III, "Enumeration of School Age Children" (including out-of-school youth), and a report on teacher demand and shortages. The unit further assists in preparing the department's affirmative action report, EERA test result reports, and school finance statistical analyses.

The unit is actively promoting automated data processing reporting methods for local school districts. It coordinates all Teacher Certification and Teachers' Retirement Board data reporting and data processing needs. It prepares the annual racial imbalance listings. It assists in formulating procedures for meeting the growing data reporting needs of the Division of Vocational Education. It responds to the requests of other state agencies and private organizations (Office of Policy & Management, Department of Labor, Board of Higher Education, University of Connecticut, the Boy Scouts of America, recruiters from the military services, local school districts, and miscellaneous private organizations). It prepares background information and processes applications for Federal Impact Aid grants (grants in lieu of taxes for non-taxed federally owned properties).

II. Short-Term Objectives

(Goal Ref.)	(Cp Code)	
(I)	1.5	Prepare all supportive materials, analyses, tables, data processing, and statistical reports for departmental affirmative action reports.
(IV)	3.1, 3.3, 20.1	Publish annual documents and reports, including the 1980-81 Education Directory, the Data Acquisition Plan, the Enumeration and Out-of-School Youth Reports, Town Profiles, Teacher Demand and Shortages Report, and Early School Leavers Report.

4.2 - Provide all background information, and process all local application forms for federal grants to local school districts under P.L. 874, Federal Impact Aid (grants made in lieu of taxes on federally owned and operated properties).

(I, III) 14.6 - Prepare the annual computer listings identifying racial imbalance conditions and teacher certification mismatches.

(IV) 18.3 - Support, through data collection, data management, and analytical assistance, the preparation of departmental reports on high school graduates, minority pupil enrollments, staff characteristics, nonpublic school enrollments, EERA test results, and school finance.

(IV) 21.1 - In support of information systems activities, to apply annually for federal assistance from the National Center for Education Statistics including both the CCD Project Grant ($7,300) and the Capacity Building Grant.

(IV) 21.2, 21.9 - Add to the department's systems and data processing capabilities by developing new computer applications, including data processing techniques to support automated printing of the Town Profiles document, Teachers' Retirement Board Systems for staff reporting, and systems to support automated data reporting from local districts to the state and from the state to the federal government.

(IV) 21.3, 21.4, 21.5 - Operate as a centralized forms management and clearance office for the department, including the functions of review, control, and coordinating (both internal and external).

(IV) 21.6 - Coordinate all data reporting and computer processing relating to the joint needs of the Teachers' Retirement Board, the Teacher Certification Office and Bureau of Research, Planning and Evaluation.

(IV) 21.8 - Act as liaison with external groups including the Nationwise Committee on Evaluation and Information Systems (CEIS), which monitors federal data reporting requirements, and the CASA / CASBO Data Reports Committee.

(IV) 21.8 - Coordinate special studies of the federal government with Connecticut's local school districts, including the recurring Fast Response Surveys.

a.d.1. - Respond to requests for data from the federal government, and provide the position of State Project Director for the National Center for Education Statistics to coordinate the Common Core of Data (CCD) reporting requests.

a.d.2 - Share data with other state agencies, including the Commission for Human Rights and Opportunities, the State Board of Higher

Education, the University of Connecticut, the Department of Labor, and other miscellaneous private organizations.

a.d.3. - Analyze and interpret data collected as part of the longitudinal V.T. School Applicant Study.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)		1978-79	1979-80	1980-81
1.5	Affirmative Action analysis and statistical reports	-	Completed	Completed
3.1, 3.3, 20.1	Publications:			
	"Education Directory"	Completed	Postponed	Completed
	"Data Acquisition Plan"	Completed	Completed	Completed
	"Enumeration and Out-of-School Youth Report"	Completed	Completed	Completed
	"Teacher Demand and Shortages Survey"	-	-	Completed
	"Town Profiles"	-	Completed	Postponed
	"Early School Leavers Report"	-	-	Postponed
4.2	Grants processing under PL-874, Federal Impact Aid	Completed	Completed	Completed
14.6	Racial Imbalance computer analyses	Completed	Completed	Completed
18.3	Data collection, file maintenance, and analytical support for high school graduates, minority pupil enrollments, staff characteristics, nonpublic school enrollments, EERA test results, and school finance data	Completed	Completed	Completed
21.1	Application for CCD project grant	Rejected	Rejected	Rejected
21.1	Application for NCES Capacity Building Grant	Completed	Completed	Completed

(CP Code)		1978-79	1979-80	1980-81
21.2, 21.9 -	Systems development for:			
	Town Profiles	-	-	Initiated
	TRB Staff reporting	Implemented	Refined	Refined
	TRB-3 tape input	-	-	Initiated
21.3, 21.4, 21.5 -	Forms management responsibilities	Completed	Completed	Completed
21.6 -	Coordination of TRB and Teacher Certification files and activities	Completed	Completed	Completed
21.8 -	External liaison duties, CEIS and CASA/CASBO	Completed	Completed	Completed
21.8 -	Coordination of various special studies of the federal government, including Fact Response Surveys	Completed	Completed	Completed
a.d.1. -	CCD reports to National Center for Education Statistics	Completed	Completed	Completed
a.d.2. -	Data shared with other agenices, on request	Completed	Completed	Completed
a.d.3. -	Longitudinal V.T. School Applicant Study	Initiated	In-Progress	In-Progress

B. Statistical Data

(CP Code)		1978-79	1979-80	1980-81
3.1, 3.3, 20.1 -	Number of Reports disseminated	5350	1850	6100
4.2 -	PL-874 Grants	33	31	31
21.1 -	NCES Applications submitted	1	1	2
21.3, 21.4, 21.5 -	External data collection forms managed	186	183	178

(CP Code)	1978-79	1979-80	1980-81
21.8 - External liaison meetings attended	14	13	14
a.d.1. - CCD reports to National Center for Education Statistics	10	10	10

C. Interpretation

Information Systems activities in the 1980-81 year have emphasized particularly the paperwork reducation objectives of the "Five-Year Comprehensive Plan for Elementary and Secondary Education." For the first time this year, local school superintendents were allowed to report expensive data describing local staff characteristics using computer tape or punched cards, thereby significantly reducing the manual operations of superintendents' offices. Furthermore, one of the most tedious of state mandated data collection activites - the annual enumeration of children - has been greatly reduced by the revision of G.S. Section 10-221 in the 1980-81 session of the General Assembly, a move that was initiated and supported by the Information Systems Unit. In regard to our own handling of data, significant advances were made during the year in the computer-based support systems for managing files organized in cooperation with the Teachers' Retirement Board and for preparation of computer generated town profiles using laser printer technology. The forms management activities of the unit have become increasingly concentrated on elimination of forms, especially under the recent direction of the Commissioner's Office to consider all forms from a "zero-based" perspective.

IV. Resources

SOURCE	DISTRIBUTION		
	Personnel	Grants	Other Expenses
State	$ 32,255	--	--
Federal	139,371	--	--
Other	--	--	--
Total	$171,626	--	--

DIVISION OF EDUCATIONAL ADMINISTRATION
Bureau of Research, Planning and Evaluation
Program Evaluation Unit

I. Description of Program Activities

Unit activities in the area of program evaluation include the following: (1) publish handbooks to assist local school districts, develop educational goals and set student objectives (Action Strategy 7.2); (2) assist local districts with the establishment of educational goals and student objectives, and the evaluation of instructional programs (Action Strategies 7.3, 19.5); (3) develop a review and approval process whereby the State Board of Education approves local goals (Action Strategy 7.4); and (4) provide technical assistance and training to other departmental units (Action Strategy 14.3).

Responding to Section 10-4c of the Connecticut General Statutes, unit members are developing for implementation a "Comprehensive Monitoring, Evaluation and Management System." This system has two primary objectives: (1) to strengthen current efforts at the state and local levels to monitor and evaluate state and federal grant programs; (2) to systematically strengthen planning evaluation and management capabilities at the local level (Action Strategy 19.2).

Activities in the area of teacher evaluation include: the verification of compliance with the teacher evaluation law by local school districts; on-site field audits of teacher evaluation programs and practices in twenty school districts; and follow-up procedures with three districts concerning full compliance with the law.

The Program Evaluation Unit is charged with the responsibility of reporting on progress toward the implementation of department programs including the "Comprehensive Plan for Elementary and Secondary Education."

In addition, unit staff coordinate the review and evaluation of the six regional education service centers, assist in the evaluation of ESEA Title I and Title IV programs, and participate on the Committee on Evaluation and Information Systems of the Council of Chief State School Officers.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)	
(IV)	1.1, 22.1	- Develop procedures for reporting on the department's progress toward implementing its "Comprehensive Plan for Elementary and Secondary Education."
(IV)	3.1, 20.1	- Produce for printing Vol. I "Condition of Education: Annual Report of Programs and Evaluations of the Connecticut State Department of Education."
(II, III)	3.6	- Provide training to staff in school systems in analyzing and using test information for improving instructional programs.
(II, IV)	7.2, 19.5	- Publish the first PERM Handbook series on goal/objective setting.

(II) 7.2, 19.5 - Begin development of the second PERM Handbook series on identifying program needs.

(II, III) 7.3 - Assist local school districts to interpret and use the PERM Handbook series in setting local educational goals and student objectives.

(II, IV) 7.4 - Develop a procedure for review and approval of local district educational goals.

(II, IV) 9.2 - Conduct studies and research to identify factors which influence the development of positive self-concept in students.

(IV) 9.6, 10.5, 15.3 - Develop models of educational programs that are adoptable.

(III) 14.3 - Plan and conduct first annual Evaluation Workshop series for State Department of Education program managers.

(III, IV) 14.7 - Assist in the development of guidelines for implementation of teacher evaluation plans at the local level and monitor local teacher evaluation programs through an on-site review process.

(III, IV) 14.7 - Write an annual status report on the implementation of local teacher evaluation programs for the State Board of Education.

(II) 15.4 - Provide assistance to the Effective Schools Project.

(IV) 19.1 - Revise policies and procedures for RESC evaluations.

(IV) 19.1 - Provide technical assistance for Title IV evaluation and validation activities.

(IV) 19.2 - Develop a plan to coordinate all monitoring of state and federal grants at the local level.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
1.1, 22.1 - Develop reporting procedures for "Comprehensive Plan" activities.	-	-	Achieved
3.1, 20.1 - Publications: "Teacher Evaluation Report"	Completed	In-Progress	Completed
"Condition of Education," Volume I	Completed	Completed	Completed
"RESC Evaluation Report"	Completed	Completed	Completed

(CP Code)		1978-79	1979-80	1980-81
3.6, 15.4	- Assist Effective School Project in analyzing achievement test data.	-	-	Achieved
7.2, 19.5	- Publish the first PERM Handbook series: "Planning and Goal Setting."	-	Initiated	Completed
7.2, 19.5	- Begin development of second PERM Handbook series: Needs Assessment	-	-	Initiated
7.3	- Assist local districts to interpret and use the first PERM Handbook series.	-	-	Achieved
7.4	- Develop review and approval procedures for local district goals.	-	-	Achieved
9.2	- Develop a plan to assess school climate	-	-	Postponed
9.6, 10.5, 15.3	- Develop models of educational programs for adoption	-	Achieved	Achieved
14.3	- Conduct Evaluation Workshop for State Department of Education consultants.	-	-	Achieved
14.7	- Monitor local teacher evaluation programs.	Achieved	Achieved	Achieved
14.7	- Write annual status report on implementation of teacher evaluation programs.	Achieved	Achieved	Achieved
19.1	- Revise policies and procedures for RESC evaluations	-	Initiated	Achieved
19.1	- Provide technical assistance for ESEA Title IV evaluation and validation activities	Achieved	Achieved	Achieved

(CP Code)		1978-79	1979-80	1980-81
19.2 -	Develop a plan to coordinate all monitoring of state and federal grants at local level.	-	Initiated	In-Progress

B. Statistical Data

(CP Code)				
7.3 -	Number of statewide workshops and superintendents meetings held to assist LEAs with goal setting.	-	-	11
7.3 -	Number of presentations made	-	-	25
9.6, 10.5 -	Number of models approved for adoption.	-	13	10
14.3 -	Number of evaluation workshops conducted	-	-	2
14.7 -	Number of teacher evaluation on-site visits.	20	20	20
14.7 -	Number of teacher evaluation requests for assistance.	11	13	25
19.1 -	Number of LEAs assisted regarding ESEA Title IV projects.	-	14	16

C. Interpretation

The major focus of the Program Evaluation Unit this year has been to assist school districts in the development of local educational goals. A number of activities were initiated to assist districts with this important first step in the direction of comprehensive educational planning. Unit staff published a guide to comprehensive planning and a goal setting handbook as the first two volumes of the Planning, Evaluation and Resource Management (PERM) series. In addition, unit staff provided direct assistance to local districts through area superintendent's meetings, statewide workshops, and individual consultations; and indirect assistance through the Regional Education Service Centers (RESCs). Other unit activities included:

1) assisting local school districts with the evaluation and validation of innovative programs;

2) assisting the RESCs with the planning and evaluation of their programs and service;

3) monitoring and providing information to local districts concerning their teacher evaluation procedures; and

4) coordinating the planning and evaluation of department programs through the development of the "Annual Report."

Unit staff also provided critical assistance to the new Instructionally Effective Schools Project and participated in the Enfield CGS Section 10-4b on-site review. A new design for conducting the RESC biennial and annual evaluations was developed and approved for use in the coming year.

IV. Resources

SOURCE	DISTRIBUTION		
	Personnel	Grants	Other Expenses
State	$29,123	--	$31,500
Federal	65,956	--	--
Other	--	--	--
Total	$95,080	--	$31,500

DIVISION OF EDUCATIONAL ADMINISTRATION
Bureau of Research, Planning and Evaluation
Data Processing Unit

I. Description of Program Activities

The Data Processing Unit is responsible for all activities relating to the development and maintenance of the Department's computer processed data. Currently unit staff members are working with Departmental personnel in the following areas: the review and update of affirmative action programs (Action Strategy 1.5); the monitoring and reporting of local district expenditures and school tax rates (Action Strategy 4.5); an analysis of impact of P.A. 79-128 on fiscal resources supporting educational opportunities (Action Strategy 5.1); the reporting of teacher certification records (Action Strategy 14.6); the assessment of computer data processing capability of local school systems (Action Strategy 21.2); the review and update of SEMIS data acquisition forms (Action Strategy 21.5); the development of automated data systems for verification of certification status and assignments of all professional staff for use at local district levels (Action Strategy 21.6); the planning for comprehensive vocational education data base system (Action Strategy 21.7); and the planning for an automated data reporting/retrieval system to/from LEA's (Action Strategy 21.9).

Unit staff are currently working with the Office of Management & Budget to augment its automated accounting system.

Another increasingly important function of this unit is to expand data processing capabilities through linkages with agencies outside the Department, e.g., regional education service centers and local school districts.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(I)	1.5 - Process affirmative action data to produce reports.
(I)	4.5 - Process local district expenditure and school tax rates for reporting.
(I)	5.1 - Assist in the analysis of impact data on school finance equalization legislation, i.e., P.A. 79-128.
(III)	14.6 - Revise teacher certification computer system to correspond to revised teacher certification regulations.
(II)	21.2 - Assist in the assessment of the computer capabilities of LEA's.
(II)	21.5 - Assist in the revision of SEMIS data acquisition form and revision of computer programs.
(II)	21.6 - Assist in the development of automated data system for collection, storage, and submission of information concerning teacher certification and assignment.

(II) 21.7 - Assist in putting in place a comprehensive vocational education data base management system.

(I) 21.9 - Assist in the development of a computerized data reporting and retrieval system to be made available for adoption by LEA's.

a,g,h,i.1. - Modify procedures for the ENTREX computer equipment in order to respond to specific departmental requirements (e.g., special education, SEMIS, school finance).

a.2. - Coordinate and assist in the conversion of the West Hartford budget, payroll/personnel, and inventory computer programs to the standards of the Central Data Processing service.

a.3. - Convert all State Department of Education tape files to the Tape Management System by Generation Data Groups.

a.4. - Provide maintenance services for the State Department of Education's operational computer programs.

a.5. - Provide systems analysis, programming resources, and support for on-going projects and ad hoc requests from department staff.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
1.5 - Process affirmative action data.	Initiated	Achieved	Achieved
4.5 - Process local district expenditures and school tax rates.	Achieved	Achieved	Achieved
5.1 - Assist in the analysis of impact data on school finance equalization legislation.	Achieved	Achieved	Achieved
14.6 - Revise teacher certification computer system.	-	Initiated	In-Progress
21.2 - Assist in the assessment of the computer capabilities of LEAs.	-	Initiated	In-Progress
21.5 - Assist in the revision of SEMIS data acquisition forms and revision of computer programs.	-	Achieved	Achieved

(CP Code)	1978-79	1979-80	1980-81
21.6 - Assist in the development of automated data system for collection, storage, and submission of data for teacher certification.	-	Initiated	In-Progress
21.7 - Assist in implementing a data base management system for vocational education.	-	-	Initiated
21.9 - Assist in the development of a computerized data reporting and retrieval system for LEA's.	-	-	Initiated
a,g,h,i,1. - Modify procedures for the Entrex computer equipment.	Achieved	Achieved	Achieved
a.2. - Coordinate and assist in the conversion of payroll / personnel, budget, and inventory computer systems developed at West Hartford.	-	-	Initiated
a.3. - Convert all SDE tape files to the Tape Management System by Generation Data Groups.	-	-	Initiated
a.4. - Maintain SDE's operational computer programs.	Achieved	Achieved	Achieved
a.5 - Provide systems analysis, computer programming, and support resourced.	Achieved	Achieved	Achieved

B. Statistical Data

(CP Code)	1978-79	1979-80	1980-81
	Number of Computer Runs		
1.5 - Process affirmative action data.	10	7	3
4.5 - Process local district expenditure and school tax rates.	100	250	500
5.1 - Assist in the analysis of impact data on school finance equalization legislation.	100	250	500

(CP Code)		1978-79	1979-80	1980-81
14.6 -	Revise teacher certification computer system.	-	15	50
21.5 -	Assist in the revision of SEMIS data acquisition forms and revision of computer programs.	-	5	20
21.6 -	Assist in the development of automated data system for collection, storage, and submission of data for teacher certification.	-	15	25
21.7 -	Assist in implementing a data base management system for vocational education.	-	-	25
a,g,h,i.1. -	Modify procedures for the Entrex computer equipment.	100	150	200
a.2 -	Coordinate and assist in the conversion of payroll / personnel, budget, and inventory computer systems developed at West Hartford.	-	-	20
a.3 -	Convert all SDE tape files to the Tape Management System by Generation Data Groups.	-	-	25
a.4 -	Maintain SDE's operational computer programs.	30 jobs	40 jobs	50 jobs
a.5 -	Provide systems analysis, computer programming, and support resources.	12 jobs	15 jobs	20 jobs

C. Interpretation
The major activities of the Data Processing Unit this year have focused on the development of computer facilities for processing local district expenditures, school tax rates and the analysis of data for school finance equalization. Another major project initiated during FY 80-81 was the development of a pilot project to test the feasibility of adopting a Data Base Management System for Vocational Education Data and reports.

Expanded technical service to department users was provided through the development of timely, efficient and appropriate data entry, data processing and information reporting systems. Enhanced data input and updating capabilities that increased the efficiency and productivity of program users were developed and instituted for three Grants Processing Unit programs (expenditure report, ED001; enrollment, ED002; and transportation, ED006) as well as TRB-3 system, SEMIS system and Vocational Rehabilitation, where we replicated the state system for the Hartford field office. Staff continued to upgrade the capabilities of the Office of Internal Management by supporting the implementation of the Financial Accounting System. In addition, the Payroll-Personnel System has been modified, tested and put into production and the payroll-personnel file has been brought up-to-date.

The year saw the first preparation by the Data Processing Unit of two reports to LEAs: one on the multiple certification status of teachers enabling local districts to identify current staff certified to teach in areas of shortage; and a second notifying districts of teachers whose certification is about to expire. Developmental activities were also expanded in relation to increasing the capabilities of the new ENTREX computer system. In relation to providing data processing services to developmental users, the above statistics reveal that the heaviest use has been in the following areas:

1. Local district expenditures and school tax rates.
2. Impact data on school finance equalization.
3. Teacher certification.

IV. Resources

SOURCE	DISTRIBUTION		
	Personnel	Grants	Other Expenses
State	$ 36,531	–	—
Federal	196,999	–	—
Other	–	–	—
Total	$233,530	–	—

DIVISION OF EDUCATION ADMINISTRATION
Bureau of Research, Planning and Evaluation
Research and Planning Unit

I. Description of Program Activities

The Research and Planning Unit is responsible for providing research reports for the use of state and local educational policy makers, for implementing and evaluating the recent school finance reform laws, and for providing to educators technical assistance in the area's of psychometrics, enrollment projections, data analysis, fiscal analysis and research design.

The research reports produced by the Unit include, "Minority Pupils and Staff in the Connecticut Public Schools, "School Staff Report," "High School Graduate Follow-Up Report," "Nonpublic School Report," "Connecticut Public Schools Enrollment Projections," "Condition of Public Elementary and Secondary Education in Connecticut - Volume II - Trends and Perspectives," and "Guide for School Staff and Instructional Materials."

In addition to these reports members of the unit have provided their data analysis and research design skills on several department projects. These include threats and assaults analysis, search for effective schools and the Educational Evaluation and Remedial Assistance program.

Two members of the unit spend all their energies on school finance reform. In implementing several provisions of P.A. 79-128, "An Act Concerning Equalization of Educational Finance and Equity," they computed the Guarantee Tax Based (GTB) Program grant and the Minimum Expenditure Requirement (MER) for each town and the reimbursement percentages for the transportation, school construction and special education grants. In response to P.A. 80-455, "An Act Establishing a Study Committee to Review the State's Efforts to Ensure Educational Opportunity" unit staff serve as project manager and project assistant.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)	
(III)	2.4	Develop and publish supply/demand forecasts for teachers.
(I, III)	2.6	Publish studies on declining enrollment and its implications.
(IV)	3.1, 20.1	Publish an integrated series of reports on the condition of education in Connecticut.
(IV)	3.3	Report on status of high school graduates.
(I)	4.1, 19.8	Provide information and technical assistance to LEAs to faciliate compliance with MER of P.A. 79-128.
(I)	4.5	Monitor/report on local district expenditures and school tax rates.
(I)	5.1	Conduct 3 year in depth study of the impact of P.A. 79-128.

(I) 11.1 - Publish models of staffing levels.

11.3 - Publish models on adequacy of instructional materials.

(I) 14.11 - Publish information on ratios of females and minorities in educational administration positions.

(I, II) 15.4 - Implementation of research study on search for effective schools.

(IV) 16.4 - Report on adult education in Condition of Education.

(IV) 18.2 - Analyze data for report on EERA testing results.

(IV) 18.3 - Publish follow-up data on public and private high school graduates and vocational education program completers.

(IV) 20.3 - Prepare a plan for conducting a poll of attitudes of Connecticut citizens toward public education.

(I) C.G.S. 10-4d.1 - Implement law to establish Educational Equity Study Committee.

(I) C.G.S. 10-262c.2 - Calculate grant estimates and provide information to LEAs on GTB grant.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)		1978-79	1979-80	1980-81
2.4 -	Develop and publish supply/demand forecasts for teachers.	-	-	In-Progress
2.6 -	Publish studies on decling enrollment-biennially	Completed	-	Completed
3.1, 3.3 - 18.3, 20.1	Publish an integrated series of reports:			
	"Minority Pupils and Staff in Connecticut Schools"	Completed	Completed	Completed
	"Condition of Education, Vol. II, __trends and Perspectives"	Completed	Completed	Completed
	"School Staff Report"	Completed	Completed	Completed
	"Non-Public School Report"	-	-	Completed
	"Enrollment Projection Update"	Completed	-	Completed
	"Graduate Follow-Up Report"	-	Completed	Completed

(CP Code)		1978-79	1979-80	1980-81
4.1, 19.8 -	Provide information and technical assiston on MER of P.A. 79 128.	-	Achieved	Achieved
4.5 -	Monitor/report local district expenditures and school tax rates.	-	Achieved	Achieved
5.1 -	Study the impact of P.A. 79-128.	-	-	Initiated
11.1 -	Publish models of staffing levels.	-	In-Progress	Completed
11.3 -	Publish models of adequacy of instructional materials	-	In-Progress	Completed
14.11 -	Publish information on ratios of females and minorities in educational administration positions.	-	Achieved	Achieved
15.4 -	Implentation of research study on for effective schools.	-	-	In-Progress
16.4 -	Report on adult education in Condition of Education.	-	-	In-Progress
18.2 -	Analyze EERA test data.	-	Achieved	Achieved
18.3 -	Publish follow-up data on high school graduates.	Achieved	Achieved	Achieved
20.3 -	Conduct poll of attitudes of Connecticut citizens	-	-	Postponed
C.G.S. 10-4d.1 -	Implement law to establish Educational Equity Study Committee.	-	-	Achieved
C.G.S. 10-262c.2 -	Calculate and provide information on the GTB grant.	-	Achieved	Achieved

B. Statistical Data

(CP Code)		1978-79	1979-80	1980-81
2.6	Enrollment projections done for individual LEA.	5	7	8
3.1, 20.1	Respond to requests for information on condition of education.	80	110	140
4.1, 19.8	Respond to requests for information on MER.	-	85	110
C.G.S. 10-4d.1	Meetings held.	-	-	10
C.G.S. 10-262c.2	Respond to requests for information on GTB.	-	190	245
2.6, 3.1 11.1, 11.3 14.11, 18.3 20.1	Number of reports disseminated	2,300	2,050	3,690

C. Interpretation

The unit continues to be involved in preparing reports, studies and circular letters on various research topics to provide an overall perspective to the general education audience and to assist local districts in their planning, evaluation and resource management. In addition to four annual research reports, the unit produced two biennial reports, one on non-public schools and the other on statewide enrollment projections, and a staffing and resource model report in response to P.A. 79-128. These documents often stimulated requests for additional information which were answered by telephone conversions or additional computer analyses.

Unit Staff Expanded Their School Finance Reform Activities. Together with the legislatively mandated Educational Equity Committee, a series of legislative proposals was developed for refining the School Finance Law. Data for the GTB grant were collected, vertified, adjusted and grant calculations prepared. Consultation and technical assistance were provided numerous communities on budget decisions related to state aid, as well as the preparation of special simulations on pending legislative proposals. Staff also prepared and submitted to NIE a proposal for conducting a three-year study of the impact of the state school finance reform on towns and school districts.

The number of research reports disseminated increased markedly in 1980-81 because the unit assumed responsibility for three additional reports and a report produced biennially was distributed. The number would have been even greater if the "Condition of Elementary and Secondary Education in Connecticut. Volume II. Trends and Perspectives" had not been delayed due to problems in the Department's Information Products Unit.

IV. Resources

SOURCE	DISTRIBUTION		
	Personnel	Grants	Other Expenses
State	$26,028	--	------
Federal	93,026	--	------
Total	$119,055	--	------

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of Curriculum and Staff Development
Bureau of School and Program Improvement
Bureau of Student Services

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

I. Division Organization

The division is organized into three bureaus: the Bureau of Curriculum and Staff Development, the Bureau of School and Program Development and the Bureau of Student Services. There are 67 professional positions within the division. This personnel figure represents a confirmation of filled and vacant positions.

The Bureau of Curriculum and Staff Development is concerned with assisting LEAs in curriculum and instructional matters, learning resources including instructional television and library and media service, and with the areas of pre-service and in-service training of teachers and administrators, teacher evaluation and teacher education program approval.

The Bureau of School and Program Development has the mission of providing support for improving school programs and practices. This includes school approval and accreditation, consultation on organization and program development, career education, compensatory education, bilingual education, and early childhood education.

The Bureau of Student Services is charged with providing leadership and supervision related to programs and services for exceptional children as well as general pupil personnel services. This responsibility includes grant administration, technical assistance, professional development and program monitoring, evaluation, and approval.

II. Division Summary

The mission of the Division of Elementary and Secondary Education is embodied in the State Board of Education Goals for Education and the mandates under the provisions of federal and state statutes. Major responsibilities of the Division include administration, development and evaluation of preschool, elementary and secondary education programs in Connecticut public schools, special school districts, and appropriate private preparatory schools.

Program administration includes processing grants, approving programs for statutory or grant purposes, monitoring and evaluating programs. Federal and state grant programs require that comprehensive evaluation be an integral part of all such programs and that responsibility is assuming a higher priority in the division.

Program and professional development, a major focus of divsion activities, encompasses in-service training for teachers and administrators, the development and distribution of publications, cooperation with and assistance to professional organizations and direct consultation with local school districts. During the past year, particular attention was given to action strategies set forth in the "Comprehensive Plan for Elementary and Secondary Education." The following are accomplishments related to specific actions strategies (identifed in parentheses*).

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*Comprehensive Plan objectives are identified by code numbers in Section IV **Long-Range Objectives.**

1. Curriculum guides for language arts, mathematics, foreign language, physical education, social studies, and science as well as a manual entitled **The Guide to Curriculum Development** were prepared and accepted by the State Board of Education (10.2, 10.3).

2. Urban school districts were identfied as pilot sites in a research study "Search for Effective Schools" (15.4).

3. Guidelines were prepared regarding adequate levels of library and instructional media equipment, staff and materials for school district use (11.4).

4. Thirty-four (34) professional development "mini-grants" were awarded to local school districts (10.5).

5. In collaboration with the Division of Educational Administration a document describing models of successful and common practices of school staffing patterns was prepared and disseminated (11.1).

6. Revisions to the Special Education Monitoring and Information System (SEMIS) were begun with the aim of reducing significantly its data collection requirements (21.5).

7. Over six hundred (600) instances of technical assistance were provided to public and private schools by division staff to improve the quality and relevance of instruction and for compliance with state law (10.1).

8. Staff was identified and assigned to assist rural and urban schools in becoming more effective (15.1, 15.2).

9. Seventy (70) on-site visits were made to school districts and teacher centers to provide technical assistance in planning for implementing and evaluating staff development programs (10.5, 14.3).

10. Interagency agreements between the Department of Education and the Department of Children and Youth Services (DCYS) were developed to better meet the needs of students served by DCYS (13.3).

11. Four regional workshops were held for teachers and administrators on compliance with Section 504 of the Rehabilitation Act of 1973 (13.4).

12. New "Child Find" information was developed and revisions were made to existing materials in an effort to improve our efforts to locate all handicapped in the state (17.3).

Other accomplishments of the division include:

1. A teacher's resource manual entitled "Man's Inhumanity to Man - A Case in Point: The Nazi Holocaust" was prepared and distributed.

2. A Guide to the Development of Curriculum in Family Life Education was prepared and distributed (P.A. 79-463).

3. Two thousand (2,000) students participated in the Law-Related Education, Court Visitation Program.

4. The division conducted planned, on-going and systematic monitoring of public and private educational facilities, including day care centers, junior and senior high schools (in collaboration with the New England Association), private special education schools and independent preparatory schools.

5. An accounting system for special education costs in private schools and facilities was developed and field tested during the year.

6. A revised special education compliance review manual consistent with state and federal statutes and regulations was disseminated to local school districts.

III. Goals

I. Promoting educational equity and equal opportunity to a suitable program of educational experiences.

II. Assisting school districts in planning and implementing excellent school programs.

III. Sustaining a level of excellence in programs of staff development for teachers and administrators.

IV. Determining the condition of elementary and secondary education.

a. Section 10.4 "...shall have general supervision and control of the educational interests of the state...shall provide leadership and otherwise promote the improvement of education...shall keep informed as to the condition, progress and needs of the schools of the state..."

b. Section 10-76a-q. "Children requiring special education...State supervision of special education programs and services...duties and powers of local boards of education to provide special education...State aid and reimbursement...hearings and meditations...Evaluation of special education programs."

c. Section 10-94f-k. "Surrogate Parent Program...procedures for appointment...Rights and liabilities...qualifications and training procedures...Funding of surrogate parent program."

d. Section 10-16b. "Prescribed courses of study in the public schools...such program of instruction is planned, ongoing and systematic...state board shall make available curriculum materials and such other materials as may assist local and regional boards of education in developing instructional programs pursuant..."

e. Section 10-19. "Effect of alcohol, nicotine, or tobacco and drugs to be taught...every academic year to pupils in all grades in the public schools."

f. Section 19-43d-g. "Child Care centers...Regulations...child day care centers and group day care homes shall meet the health, educational and social needs of children utilizing such centers and group day care homes...assistance to licenses...consultative services and assistance from the departments of education, mental, health, and human resources..."

A. Administer state and federal grants in a timely, equitable, and efficient manner.

B. Monitor approval of education programs in public and private facilities.

C. Coordinate the implementation of all long range strategies for which the division has a secondary or supportive role and responsibility.

IV. Long-Range Objectives

(Goal Ref.)	(CP Code)
	A. Planning
(I, II)	3.7 - Provide technical assistance to ensure that the present and future potential of instructional technology is realized in the public schools.
	B. Implementation
(I, II, III)	9.3 - Develop guides and conduct workshops for teachers, administrators and students which promote an understanding of students rights and responsibilities and school governance and due process procedures.
(II)	9.6 - Design, develop and implement model alternative education programs for LEA adaption and adoption.
(I, II, III)	10.1 - Provide consultation to those school systems most in need of technical assistance to improve the quality and relevance of their programs and for compliance with state law (P.A. 79-128) by June, 1981.
(I, II)	10.2 - Publish curriculum guides for mathematics and language arts which reflect the legal requirement under P.A. 79-128 for programs which are planned, on-going and systematic.
(I, II)	10.3 - Publish eight curriculum guides for the program areas - other than basic skills - required under P.A. 79-128 and four curriculum guides for vocational education programs. Included in the guides will be models for promoting national and world citizenship education through interdisciplinary programs; effective use of the latest instructional media and technology, and incorporation of new and critical contemporary issues.
(I, II)	10.4 - Coordinate services to public and non-public early childhood programs throughout the state, including identification and services to children who qualify under special education, Title I, bilingual and other legislation.
(I, II, III)	10.5 - Encourage, foster and assist in the enrichment of program offerings in local school systems which go beyond the requirement of state law, through a program of dissemination and staff training.

(I, II, III) 11.4 - To aid school systems in providing adequate levels of library and instructional media equipment, staff and materials, develop and publish models of successful and common practices in rural, urban and suburban school systems which ensure a broad range of learning resources.

(I, II, III) 11.6 - To aid local school districts in providing relevant, responsive programs, develop and publish models of successful and common practices in the use of instructional television and other current educational technology.

(II) 12.1 - Review current programs of technical assistance to improve quality and assure access to needed support services - including counseling, health, psychological, social work and food services in local school systems.

(II) 12.2 - Publish models of common and successful staffing practices for providing support services in local school systems.

(II, III) 12.3 - Provide materials, information and technical assistance to heighten awareness in public schools of the damaging effects of drugs, tobacco and alcohol abuse.

(I, II) 13.4 - Develop a technical assistance plan to help school districts comply with Section 504 of the Rehabilitation Act of 1973.

(I, II) 13.9 - Develop models of successful practices for providing high quality programs and services for students with special needs - including handicapped, gifted and talented, economically disadvantaged, minority and limited English-speaking students.

(I, III) 14.2 - Complete an action plan for a comprehensive program of professional staff development in the schools of Connecticut, including teachers and administrators serving students from preschool through adult education.

(II, III) 14.3 - Develop a program of staff development to include coordination of staff development programs within the State Department of Education, improved cooperation between teacher-training institutions, school systems and teacher organizations; technical assistance to school staff and local board members in organizing staff development activities and evaluating staff development programs.

(II, III) 14.4 - Work with the Connecticut Association of Boards of Education and state and local parent-teacher organizations to provide information and training programs for members of local boards of education and parents, and publish descriptions of at least six parent training programs.

(II, III) 14.5 - Revise procedures and standards for approving teacher preparation programs.

(III, IV) 14.8 - Conduct a study of the emergying role of teachers to meet new and multiple responsibilities.

(I, II, III) 15.1 - Designate an individual or individuals in the State Department of Education to assist urban schools in becoming more effective.

(I, II, III) 15.2 - Designate an individual or individuals in the State Department of Education to assist small, rural schools in becoming more effective.

(II, IV) 15.4 - Engage selected urban school districts as pilot sites in the implementation of a research study, "Search for Effective Schools." The study will identify urban and other public schools that demonstrate effective programs with respect to the academic performance of their students.

(I, II, III) 15.5 - Work with identified "critical need" schools on a pilot basis, in urban and other school districts, to implement the characteristic features of effective schools.

(I, II, III) 15.7 - Initiate the implementation of the recommendations of the Interagency Task Force on School Security and the Citizens Advisory Council on Safe Schools.

(I, II) 17.3 - Inform the public through the continuing "Child Find" program other activities of the rights of the handicapped to appropriate educational programs and services.

a.1 - Implement provisions of the State Plan for Staff Development.

C. Evaluation

(IV) 19.4 - Survey and analyze existing support services available to students in school districts, state agencies and other institutions.

(I, IV) 19.6 - Integrate approval of public, private elementary and secondary schools, into the Coordinated Monitoring, Evaluation and Management System.

(I, IV) 21.5 - Review and revise the Special Education Monitoring and Information System (SEMIS) for data acquisition, and provide technical assistance in the use of the revised system.

(A) A.1 - Monitor for compliance state and federal grants awarded public and private educational facilities.

(B) B.1 - Planned on-going and systematic monitoring of public and private education facilities including day care centers, independent schools, public middle and secondary schools, and public and private special education facilities.

V. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	$1,069.799	$78,841,396	$ 209,550
Federal	1,335,430	46,757,848	1,176,699
Other	-0-	-0-	-0-
Total	$2,405,229	$125,599,244	$1,386,249

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of Curriculum and Staff Development

I. Bureau Organization
The Bureau is comprised of three units: 1. Curriculum Development, 2. Staff Development, 3. Learning Resources and Technology.

The Curriculum Development Unit is responsible for assisting all school districts to plan, implement and evaluate their local curriculum in each of the following areas: language arts, mathematics, social studies, science, foreign languages, the arts (visual and music), physical education and health education.

The Staff Development Unit is responsible for assisting all school districts to plan, implement and evaluate effective staff development programs.

The Learning Resources and Technology Unit is responsible for assisting all school districts in planning for effectively utilizing and evaluating the currently available instructional technology.

II. Bureau Summary
Several Bureau accomplishments relate directly to divisional long range objectives as state in the Comprehensive Plan for Elementary and Secondary Education. A manual, "Curriculum Development: Purposes, Practices, and Procedures," was submitted and approved by the State Board of Education in May, 1981, (action strategy 10.2 and 10.3).

Language arts and mathematics guides to curriculum development were submitted to the State Board of Education in June, 1981, as were Foreign Language, Physical Education. Social Studies and Science Guides tp Curriculum Development, (action strategy 10.2 and 10.3).

The arts and health education guides to curriculum development were prepared in draft form and made ready for submission to the State Board of Education in September, 1981, (action strategy 10.3).

Two hundred eighty-eight (288) on-site visits were made to local school districts to provide technical assistance in improving the quality and relevance of their programs in Language Arts, Mathematics, Foreign Languages, physical education, social studies, science and the arts. (action strategy 10.1).

Guidelines were drafted regarding adequate levels of library and instructional media equipment, staff and materials, and offering models of successful and common practices in the use of instructional television and other current educational technology, (action strategy 11.4 and 11.6).

Fourteen (14) on-site visits were made to local school districts to provide technical assistance in developing and using learning resources and technology, and fourteen (14) in-service workshops were held throughout the state (action strategy 3.7).

Thirty-four (34) mini-grants for professional development were awarded to local school districts (action strategy 10.5).

A data bank of successful staff development programs and human resources was initiated (action strategy 10.5).

Fifty-six (56) on-site visits were made to school districts and teacher centers to provide technical assistance in planning for implementing and evaluating staff development programs (action strategy 10.5, 14.2, 14.3).

Other bureau accomplishments were:

1. Several cooperative efforts with other bureaus were initiated. Specifically, a) The bureau and the Bureau of Research, Planning and Evaluation held joint Bureau meetings and worked cooperatively in providing school districts guidance in guidance in developing goals and objectives as related to curriculum, and in interpreting and formulating action plans related to proficiency and Connecticut Assessment for Educational Progress test results, and (b) the bureau and the Bureau of Vocational Program Planning and Development cooperated on issuing a Request for Proposal and awarding a grant to survey and interpret data which would help determine the feasibility of establishing a teacher center for vocational educators.

2. A stronger link with the educational service center was established by holding joint staff meetings and establishing a continual information tie.

3. A teacher's resource manual entitled "Man's Inhumanity to Man: The Holocaust a Case in Point" was published and disseminated to local school districts.

4. A guide to the development of curriculum in family life education was approved by the State Board of Education and disseminated to local school districts.

III. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$444,765	-	$72,812
Federal	41,754	41,945	20,821
Other	-	-	-
Total	$486,519	$41,945	$93,633

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of Curriculum and Staff Development
Curriculum Development Unit

I. Description of Program Activities

The Curriculum Development Unit is comprised of consultants with special expertise in eight of the eleven areas specified in Section 10-16B of the Connecticut General Statutes as required components of a suitable program of education experiences. The eight areas are: language arts, mathematics, foreign language, physical education, social studies, science, the arts and health education.

The unit is responsible for making materials available which may help local and regional boards of education to provide planned, ongoing and systematic programs of instruction in these eight areas. The consultants also offer technical assistance to local administrators, teachers, and boards of education both on a general and a specific basis to meet the needs of an individual school or school district.

This unit serves as a source of expertise in eight curriculum areas to the general public, to other state agencies and to other sections of the State Department of Education. Thus, activities in "Curriculum development" may include many related areas such as materials selection and preparation, assessment and evaluation, and teacher education, as they fall within the eight subject fields.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)	
(IV)	18.1 -	Advise in the development of a plan for the Connecticut Assessment of Educational Progress, in the CAEP testing programs in art and music, and in the dissemination of the results of the math and science testing.
(I, II)	10.2 -	Complete the writing of guides to curriculum development in mathematics and language arts (including reading).
(I, II)	10.2 -	Complete the writing of guides to curriculum development in foreign language, physical education, social studies, science and the arts.
(I, II, III)	10.1 -	Provide technical assistance to school districts to improve the quality and relevance of their programs in language arts, mathematics, foreign language, physical education, social studies, science and the arts. This includes both curriculum and staff development in the seven areas.
(II)	7.4 -	Assist in the review of local educational goals for consistency with the statewide goals for education.
(II)	7.3 -	Provide technical assistance to school systems in developing goals and objectives as part of the curriculum development process.

(II) 3.6 - Provide technical assistance to school districts in interpreting, analyzing and using information from statewide testing to improve instructional programs.

(I) 17.4 - Provide information and consultative services to the general public, to organizations with a general interest in education and to subject matter related groups and organizations.

(IV) 19.1 - Assist in ensuring that local school districts comply with federal and state mandates by representing the State Department of Education on evaluations of secondary schools conducted by the New England Association of Schools and Colleges.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
18.1 - Advise on CAEP	-	-	Achieved
10.2 - Complete writing guides to curriculum development in math, language arts, foreign language, physical education, social studies, science and the arts.	-	-	Achieved
10.1 - Provide technical assistance on program improvement in 7 subject areas.	-	-	Achieved
7.4 - Assist in review of local educational goals.	-	-	Achieved
7.3 - Provide technical assistance to school systems in curriculum goals and objectives.	-	-	Achieved
3.6 - Provide technical assistance to school districts in using statewide testing data.	-	-	Achieved
17.4 - Provide information to the general public and to organizations.	-	-	Achieved
19.1 - Represent SDE on NEASC secondary school evaluations.	-	-	Achieved

B. Statistical Data

(CP Code)	1978-79	1979-80	1980-81
18.1 - Number of meetings attended to advise in CAEP plan development.	-	-	7
18.1 - Number of meetings attended to advise on CAEP art and music testing program.	-	-	11
18.1 - Number of meetings attended to advise on dissemination of math and science CAEP results.	-	-	10
10.1 - Number of districts visited for technical assistance in program improvement.	-	-	87
10.1 - Number of visits to 87 districts to provide assistance in program improvements.	-	-	212
7.3 - Number of visits to school districts to provide assistance in developing curriculum goals and objectives.	-	-	49
3.6 - Number of visits to school districts to assist in using information from statewide testing.	-	-	27
17.4 - Number of individuals from the general public to whom information was provided.	-	-	635
17.4 - Number of organizations to which information was provided.	-	-	80
19.1 - Number of NEASC secondary school evaluations in which consultants participated.	-	-	12

C. Interpretation

This unit is new this year. Therefore, no past written record exists even though similar activities were undertaken by individual consultants in previous years. The completion of the writing of the guides to curriculum development in all of the subject areas represented in the unit required a gargantuan effort. In spite of that, a major effort was mounted to assist one district, Naugatuck. Twenty consultant days were spent in the district and at least 30 more were spent in reviewing material and writing reports.

In spite of these major activities, which occupied a significant portion of the time of the consultants, technical assistance in the form of direct visits was provided to approximately one-half of the school districts in the state.

IV. Resources

SOURCE	DISTRIBUTION Total Personnel	Grants	Other Expense
State	$274,376	-	$48,770
Federal	-	-	1,341
Other	-	-	-
Total	$274,376	-	$50,111

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of Curriculum and Staff Development
Staff Development Unit

I. Description of Program Activities

The Staff Development Unit is responsible for implementing the State Plan for Professional Development which includes creating and sustaining a level of excellence in programs of preservice and inservice training of educators. This involves teacher education program approval, alternate routes to certification, alternative education and the coordination of federal and state funds for the professional development programs which are administered by the department. In addition the unit cooperates with and provides assistance to other agencies, associations and groups providing professional development programs and activities for educators.

Major activities were accomplished in the past year which are directly related to the Comprehensive Plan strategies assigned to the Bureau of Curriculum and Staff Development. One is a professional development mini-grant program which was designed to encourage, foster and assist in the enrichment of program offerings in school districts (CP 10.5) and which initiated a program of technical assistance to teachers and administrators in helping them to organize planned and ongoing professional development activities (CP 14.3).

Consultants within the Staff Development Unit are working with a State Professional Development Council which is addressing at least two issues identified in the Comprehensive Plan, i.e.; improving cooperation among teacher-training institutions, school systems and teacher organizations (CP 14.3) and improving the implementation of the teacher evaluation law (CP 14.7). Consultants in the unit are also working with a research project which is studying the changing role of the teacher to meet new and multiple responsibilities (CP 14.8).

II. Short-Term Objectives

(Goal Ref.)	(CP Code)	
(I, III)	10.5 -	Initiate the creation of a data bank of professional development resources including model programs which will be accessible to every school district in the state.
(II, III)	14.3 -	Provide technical assistance and support to teacher centers in the state with special emphasis given to the four federally funded teacher centers.
(II, III)	14.3 -	Create a professional development plan for the State Department of Education.
(II, III)	14.3 -	Provide assistance to school districts to improve their staff development programs through a mini-grant program.
(II, III)	14.5 -	Revise the procedures and standards for approving the teacher preparation programs.

(II, III) 14.5 - Examine and, as necessary, revise teacher certification requirements.

(II, III) 14.3 - Contact each superintendent of schools and request the name of a person responsible for professional development to begin to create a professional development network.

(II, III) 14.2 - Prepare an annual report on the State Professional Development Plan.

(II, III) 14.3 - Develop and implement a process to identify and report present funding sources for professional development with objectives, target groups, etc. of each source to local education agencies.

(II, III) 14.3 - Disseminate excellent professional development practices through State Department Education managers of federal programs who are offering workshops for local leaders.

(II, III) 14.8 - Conduct a research project examining the changing role of the teacher to meet new and multiple responsibilities.

III. Evaluation

A. Status of Short-Term Objectives (CP Code)	1978-79	1979-80	1980-81
10.5 - Initiate a data bank of professional development resources.	-	-	Achieved
14.3 - Provide technical assistance to teacher centers in the state	Achieved	Achieved	Achieved
14.3 - Prepare a professional development plan for the State Department of Education.	-	-	Initiated
14.3 - Assist school districts to improve their staff development through a mini-grant program.	-	-	Achieved
14.5 - Revise the procedures and standards for approving teacher preparation programs.	-	-	Initiated
14.5 - Examine and revise teacher certification requirements.	- -	- -	Examine - Achieved Revise-Initiated
14.3 - Initiate a professional development network for administrator renewal.	-	-	Achieved

(CP Code)	1978-79	1979-80	1980-81
14.2 - Prepare an annual report on activities in the State Plan for Professional Development.	-	-	Achieved
14.3 - Develop and implement a process to identify and report present funding sources for professional development with objectives, target groups, etc. of each source to local education Agencies.	-	-	Initiated
14.3 - Disseminate excellent professional development practices through staff and Department of Education managers of federal programs who are offering workshops for local leaders.	-	-	Not begun
14.8 - Conduct a research project to examine the changing role of the teacher.	-	-	Initiated

B. Statistical Data

14.3 - Number of Teacher Centers visited.			8
14.3 - Number of on-site visits to mini-grant programs.			30
14.3 - Number of local districts involved in network.			35

C. Interpretation

The Staff Development Unit is new this year and was not completely staffed until December, 1980. Therefore no past written records have been kept except for those pertaining to teacher centers. The achievement and initiation of the numerous activities listed called for major efforts from new staff members. The range and breadth of activities initiated speaks for itself.

The activities concerned with the data bank, mini grant program, teacher center technical assistance and identification of funding sources are aimed at strengthening systematic professional development programs in local school districts. The activities which deal with the certification examination, research project, administrator renewal program, and procedures and standards for teacher preparation review focus on improving the competency of all educators in Connecticut's schools. The State Professional Development Council, formed and supported by the unit, has been of significant help in implementing the activities.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	$97,442	-	$18,499
Federal	-	$41,945	$19,480
Other	-	-	-
Total	$97,442	$41,945	$37,979

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of Curriculum and Staff Development
Learning Resources and Technology Unit

I. Description of Program Activities

The Learning Resources and Technology Unit is responsible for providing assistance to schools in the development of programs and facilities for the effective use of learning resources and instructional technology. In addition, the unit is charged with facilitating cooperation among and between the State Department of Education, local education agencies, education service centers, state libraries, and the Connecticut State Service Libraries Unit in the general area of learning resources and technology.

The following specific areas were targeted for emphasis during the 1980-81 school year:

1. Initiate cooperative activities with the Connecticut State Library.
2. Establish the State Department of Education as a source of television authority for the State of Connecticut.
3. Provide expanded services concerning the use of computers as an instructional resource.

The Learning Resources and Technology Unit developed guidelines for staffing, facilities, materials, and equipment appropriate for school library media centers and instructional technology.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)	
(I, II)	3.7 -	Provide technical assistance to ensure that the present and future potential of instructional technology is realized in the public schools.
(I, II, III)	11.4 -	Develop and publish (by June 1981) models of successful and common practices in urban, rural and suburban schools systems which ensure a broad range of learning resources.
(I, II, III)	11.6 -	Develop and publish (by June 1981) models of successful and common practices in the use of instructional television and other current educational technology.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
3.7 - Publish newsletter in cooperation with State Library.	-	-	Achieved

(CP Code)	1978-79	1979-80	1980-81
3.7 - Disseminate materials about parent participation workshops.	-	-	Achieved
3.7 - Conduct inservice training on computers.	-	-	Achieved
3.7 - Speak at conferences concerning learning resources and technology.	-	-	Achieved
3.7 - Provide technical information for Connecticut Education Seminar	-	-	Achieved
3.7 - Meet with school facilities unit concerning technology.	-	-	Achieved
11.4 - Disseminate Directory of Educational Resource Centers in Connecticut	-	-	Achieved
11.4 - Draft plan for computer network	-	-	Initiated
11.4 - Identify model programs for computers.	-	-	Achieved
11.4 - Serve on boards of professional organizations	-	-	Achieved
11.4 - Complete draft of Library Media Skills, Scope and Services.	-	-	Achieved
11.4 - Complete draft of Learning Resources and Technology Guide.	-	-	Achieved
11.4 - Publish a newsletter concerning microcomputers.	-	-	Achieved
11.6 - Publish a newsletter concerning instructional television.	-	-	Achieved
11.6 - Develop an instructional television schedule for 1981-82.	-	-	Achieved
11.6 - Develop a comprehensive television resources guide.	-	-	Achieved

B. Statistical Data

3.7 - Number of issues published "Working Together".	-	-	4

(CP Code)	1978-79	1979-80	1980-81
3.7 - Parent Participation (State-wide Manual)	-	-	1
3.7 - Dissemination (Workshops)	-	-	5
3.7 - Inservice Training on Computers	-	-	8
3.7 - Conference presentations and workshops	-	-	9
3.7 - On-site Visits	-	-	14
11.4 - Directory of Educational Resource Centers in Connecticut (State-Wide Manual)	-	-	1
11.4 - Contributions to publications	-	-	10
11.4 - Number of newsletters	-	-	4
11.7 - Number of issues of newsletters.	-	-	1

C. Interpretation
The Learning Resources and Technology Unit, although established on July 1, 1980, had only one staff member in place from July 1, 1980 to December 1, 1980.

Additional staff members were added to the unit on December 1, 1980 and January 1, 1981. It is anticipated that the fourth staff member will be in place by August 1, 1981.

Many of the tasks undertaken by the unit have been associated with planning and development. The written documents from these planning tasks will be completed by July 1, 1981.

Many of the functions assigned to Learning Resources and Technology Unit were carried on by a single consultant prior to July 1, 1980. The addition of three additional staff members to these functions will result in an increased effort for 1981-82.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	$ 72,947	-	$5,543
Federal	$ 41,754	-	-
Other	-	-	-
Total	$114,701	-	$5,543

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of School and Program Development

I. Bureau Organization

The Bureau is comprised of four units: 1. School Development, 2. Program Development, 3. Early Childhood Education, and 4. Compensatory Education.

The School Development Unit is responsible for providing assistance to urban and rural schools, for school approval and accreditation, for coordinating school monitoring processes, and for promoting leadership and organizational development.

The Program Development Unit administers a range of grant programs, including basic skills (ESEA Title II), remedial education (EERA), exemplary and innovative programs (ESEA Title IV-C), bilingual education, migrant education, career education and law-related education.

The Early Childhood Education Unit has overall consultative responsibility in the areas of preschool, day care, primary education, preschool handicapped and parenting education.

The Compensatory Education Unit is responsible for the administration, monitoring and compliance activities of Title I of the Elementary and Secondary Education Act and Connecticut's State Aid for Disadvantaged Children.

II. Bureau Summary

Several Bureau accomplishments relate directly to Divisional long range objectives as stated in the Comprehensive Plan for Elementary and Secondary Education. Specifically, in cooperation with the Bureau of Research, Planning and Evaluation a document describing models of successful and common practices of staffing patterns was published (Action Strategy 11.1).

Workshops were held which promoted an understanding of students' rights and responsibilities and school governance and due process procedures (Action Strategy 9.3).

Services were coordinated to public and non-public early childhood programs throughout the state, including identification and services to children who qualify under Special Education, Title I, Bilingual and other education (Action Strategy 10.4).

The Bureau worked with state and local parent-teacher organizations to provide information and training programs for parents. Six parent training programs were identified as being outstanding (Action Strategy 14.4).

An individual was designated to help urban schools in becoming more effective (Action Strategy 15.1).

An individual was designated to assist small, rural schools in becoming more effective (Action Strategy 15.2).

Selected urban school districts were identified as pilot sites in a research study "Search for Effective Schools" (Action Strategy 15.4).

The Bureau worked with schools on a pilot basis to implement the characteristic features of effective schools (Action Strategy 15.5).

A process to integrate the approval of public and private elementary and secondary schools was developed (Action Strategy 19.6).

Other Bureau accomplishments were:

1. The Bureau monitored for compliance eighty (80) state and federal grants awarded public and private educational facilities (Division Objective A.1).
2. The Bureau conducted planned, on-going and systematic monitoring of public and private educational facilities, including day care centers, and independent schools (Division Objective B.1).
3. Sixteen hundred and twenty-six (1,626) instances of providing technical assistance were recorded.
4. Two hundred and sixty-five (265) workshops were held.
5. Six state and federal plans were developed (Title I, Title II, Bilingual Education, SIG, Law-Related Education, Migrant Education).
6. Six programs were established for severely handicapped children under three years (ACES, CES, CREC, Eastconn, LEARN, U.Conn).
7. Twenty schools became involved in effective schools efforts.
8. Sixteen programs were validated by the Connecticut Validation Panel (Title I, Title IV).
9. Two thousand (2,000) students participated in the Law-Related Education court visitation program.
10. Action research projects were carried out to help four school districts redesign their administrative structures (Ashford, Bolton, Lisbon, Newington).
11. Two state-wide evaluations were carried out (Compensatory Education, Migrant Education).
12. A curriculum guide for Career Education was developed in collaboration with the Bureau of Curriculum and Staff Development.

III. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$209,468	$ 8,519,984	$ 27,728
Federal	582,953	31,979,819	210,229
Other	–	–	–
Total	$792,421	$40,499,803	$237,957

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of School and Program Development
School Development Unit

I. Description of Program Activities

The School Development Unit is responsible for assisting urban and rural schools in becoming more effective. The unit also coordinates the school approval process for public and non-public schools, provides consultation and technical assistance to districts in administrative and managerial matters, and promotes leadership and organizational development activities. Several activities undertaken in the past year are directly related to the Comprehensive Plan's action strategies which were assigned to the Bureau of School and Program Development. One major activity has been to work with urban and other schools on a pilot basis to implement the characteristics of effective schools: strong instructional leadership, a common sense of purpose and mission, high expectations for student achievement, concentrated use of instructional time, frequent monitoring of pupil progress, purposeful parental and community involvement, and safe and orderly school climate.

During 1980-81, nine districts initiated school improvement efforts in selected schools and gave particular attention to professional development for principals to strengthen their instructional leadership skills. Exploratory activities began in a number of other districts. Five schools participated in a problem-solving institute on effective schooling that the unit co-sponsored with a regional service center.

In conjunction with these efforts, the unit held an effective schools retreat and two training sessions on how to conduct a needs assessment related to the characteristics of instructional effectiveness within schools.

This activity resulted in a statewide cadre of over 40 people who gained skills in effective schools assessment. A related activity has been the design of an effective schools study which is a cooperative venture with the Bureau of Research, Planning Evaluation. This study will identify instructionally effective schools which demonstrate successful academic progress for urban students.

A second major activity provided assistance to small, rural school districts. The unit has provided consultation and services to these districts in such areas as central office reorganization, school staffing, instructional resources, grants management, exemplary programs, inter-district collaboration, federal and state mandates, data collection and reporting procedures. Over 40 districts have received assistance from the unit.

The consultants have also worked with districts to promote the characteristics of instructional effectiveness within rural schools. In addition to these activities, the consultants have participated in various statewide projects which, in cooperation with professional organizations and regional service centers, have addressed the concerns and needs of small, rural districts.

The third prominent activity involved initial planning in anticipation of including the school approval process in a five-year cycle of district monitoring. This effort will be part of the "Coordinated Monitoring, Evaluation and Management System" which will be fully implemented by June of 1985. An on-site review of approximately 23 private elementary and secondary schools is planned for the coming year.

The consultant for school approval has also produced guidelines for a voluntary school approval process for public and non-public schools, and engaged representatives from schools and agencies in planning a coordinated process of school approval and accreditation. In keeping with the unit's overall mission, an examination of how the characteristics of school effectiveness related to the school approval process was also initiated during the 1980-81 year.

In addition to these major activities, the unit assisted in the implementation of other Comprehensive Plan strategies such as the review and approval of educational goals submitted by LEAs, the development of training programs for parents and local board members, and the implementation of a professional development program for school administrators.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(II)	7.4 - Review and approve school system education goals for consistency with Statewide Goals for Education, and provide technical assistance as required.
(II)	10.1 - Provide consultation to those school systems most in need of technical assistance to improve the quality and relevance of their programs and for compliance with state law (P.A. 79-128) by June 1981.
(II)	11.1 - To aid school systems in staffing of schools, develop and publish in 1980 models of successful and common practices of staffing levels and allocation in rural, urban and suburban districts.
(II)	11.3 - To aid school systems in providing adequate levels of instructional materials and supplies, including textbooks. Develop and publish models of successful and common educational practices in urban, rural and suburban school systems.
(III)	14.4 - Work with the Connecticut Association of Boards of Education and state and local parent-teacher organizationa to provide information and training programs for members of local boards of education and parents, and publish descriptions of at least six parent training programs by June 1981.
(II)	15.1 - By September 1980, designate an individual or individuals in the State Department of Education to assist urban schools in becoming more effective.
	15.2 - By September 1980, designate an individual or individuals in the State Department of Education to assist small, rural schools in becoming more effective.
(II)	15.4 - Engage selected urban school districts, by July 1981, as pilot sites in the implementation of a research study, "Search for Effective Schools." The study will identify urban and other public schools

that demonstrate effective programs with respect to the academic performance of their students.

(II) 15.5 - By July 1981, work with identified "critical need" schools on a pilot basis, in urban and other school districts, to implement the characteristic features of effective schools.

(IV) 19.6 - Integrate approval of public and private elementary and secondary schools, proprietary schools and veterans education into the Coordinated Monitoring, Evaluation and Management System by June, 1985.

(II) 15.7 - Implement the recommendations of the Interagency Task Force on School Security and the Citizen's Advisory Council on Safe Schools.

(IV) CGS 10-4a - Provide consultation and coordination of the school approval and accreditation process.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	**1978-79**	**1979-80**	**1980-81**
7.4 - Review and approve school system educational goals and provide technical assistance as required.	-	-	In Progress
10.1 - Provide consultation and technical assistance for those school systems which seek improvement in quality, relevance and compliance of programs with state statutes.	-	-	Achieved
11.1 - Develop and publish models of successful and common practices of staffing levels.	-	-	Achieved
11.3 - Develop and publish models of successful and common practices in allocation of instructional resources.	-	-	Not Achieved
14.4 - Work with the Connecticut Association of Boards of Education and state and local parent-teacher organizations to provide information and training.	-	-	Initiated

(CP Code)	1978-79	1979-80	1980-81
15.1 - Designate an individual or individuals in the State Department of Education to assist urban schools in becoming more effective.	-	-	Achieved
15.2 - Designate an individual or individuals in the State Department of Education to assist small / rural schools in becoming more effective.	-	-	Achieved
15.4 - Engage selected urban school districts as pilot sites in the implementation of a research study "Search for Effective Schools".	-	-	Achieved
15.5 - Work with selected schools in urban and other school districts to implement the characteristic features of effective schools.	-	-	Achieved
19.6 - Integrate approval fo public and private elementary and secondary schools, proprietary schools and veterans' education into the Coordinated Monitoring, Evaluation and Management System.	-	-	In Progress
a. Provide consultation and coordination of the school approval and accreditation process.	-	-	In Progress

B. Statistical Data

(CP Code)			
15.5 - Number of school improvement projects initiated.	-	-	9
15.5 - Number of statewide effective schools workshops held.	-	-	3
15.5 - Number of people trained to carry out effective schools assessment.	-	-	40
15.4 - Number of schools involved in in effective school efforts.	-	-	19

(CP Code)	1978-79	1979-80	1980-81
11.3 - Number of administrative models developed for LEAs.	-	-	4

C. Interpretation

This unit has made significant impact on schools in Connecticut. Important ombudsman roles for rural and urban schools are assigned to consultants. This arrangement provides these districts with direct communication links to the Commissioner of Education. Consultants respond to major problems related to administration burden and programs in local districts. The thrust for improving school effectiveness is the cement that holds the unit together.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$36,446	--	$15,849
Federal	51,455	--	17,831
Other	--	--	--
Total	$87,901	--	$33,680

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of School and Program Development
Program Development Unit

I. Description of Program Activities

The Program Development Unit is responsible for a variety of activities, the majority of which are supported by State and/or Federal funds. The programs included within the unit are basic skills, bilingual education, career education, law-related education, migrant education and resource and support services. With the exception of law-related education, each of these programs requires a state plan and each is involved in disbursing money to school districts.

Each consultant in the unit, again with the exception of law-related education, functions as a program manager. As such, he/she is responsible for developing and implementing objectives which are prescribed by the legislation which authorized the program and the guidelines which govern its operation. The legislation and guidelines and the funding available often limit the scope of the program's activities within rather narrowly-defined parameters.

Many of the activities undertaken by the consultants in the unit are directly related to the Comprehensive Plan action strategies. All of the programs engage in activities which seek to enhance the range and quality of local agency instructional programs, to provide student support services, to provide equal opportunities for students with special needs, to promote professional development, to promote effective schools, to assess student progress and to evaluate programs.

The unit developed and implemented a plan to coordinate basic skills efforts in the State of Connecticut. Technical assistance was provided in the development of bilingual programs to 14 districts. Career education programs were initiated or continued in development in 169 districts. In conjunction with the bilingual program, efforts were made to institute career education programs for appropriate groups of students. A number of workshops dealing with student rights and responsibilities and due process were carried out. Migrant education programs were operated in 13 districts.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)	
(I, II, III)	9.3 -	Develop guides and conduct workshops for teachers, administrators and students which promote an understanding of students' rights and responsibilities and school governance and due process procedures.
(II)	10.3 -	Develop curriculum guide for career education.
	A.1 -	Monitor funded programs for compliance with State and Federal regulations.
	A.2 -	Provide technical assistance in the development and implementation of migrant education programs.

A.3 - Enhance and enrich the development of career education programs for youth and adults.

A.4 - Provide resources and support to assist school districts in strengthening their instructional program.

A.5 - Provide technical assistance in the development and implementation of bilingual programs.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
9.3 - Develop guides and conduct workshops (Law-Related education).	-	-	Achieved
10.3 - Develop Career Education Curriculum guide.	-	-	Achieved
A.1 - Monitor funded programs.	-	-	Achieved
A.2 - Provide technical assistance to migrant education programs.	-	-	Achieved
A.4 - Provide support for LEA instructional programs.	-	-	Achieved
A.5 - Provide technical assistance to bilingual programs.	-	-	Achieved

B. Statistical Data

(CP Code)			
A.1 - Number of State and Federal programs monitored.	-	-	80
A.2 - Number of occasions in which LEAs received technical assistance.	-	-	586
A.3 - Number of workshops conducted.	-	-	63

C. Interpretation

From the information reported above it will be noted that the program managers in this unit spend most of their time working directly with their programs. Intensive monitoring of programs was accomplished. By providing extensive technical assistance and offering numerous workshops, programs at local levels were improved.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$ 16,300	$1,520,000	$ 4,914
Federal	241,296	6,011,890	113,320
Other	-	-	-
Total	$257,596	$7,531,890	$118,234

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of School and Program Development
Early Childhood Unit

I. Description of Program Activities

The Early Childhood Unit has overall responsibility in the areas of early childhood education, early childhood special education and parenting education. A strong attempt is being made to promote the concept of continuity between a child's early experiences and those in the early elementary years. (Birth to eight.)

The Early Childhood Unit is comprised of five early childhood education and early childhood special education consultants who came together as a unit in September, 1980. By statute, the State Department of Education is responsible for providing "general supervision and control of the educational interest of the state, including preschool, elementary..." (G.S. 10-4 (a) and ensuring leadership in the development of quality educational programs and services for Connecticut's children through early learning experiences at home and in the community.

One major activity of the unit is to coordinate and provide services to public and non-public early childhood programs throughout the state. The unit offers training and technical assistance to teachers, administrators, health providers, support service personnel and parents. Professional development efforts help to facilitate cooperation between institutions which train teachers and support personnel, schools/centers and teacher organizations. The unit helps to promote programs and procedures which stimulate parenting education and parent/community involvement. Unit staff are involved in a variety of interagency cooperative activities which relate to a wide range of public and non-public providers of early childhood programs and services. Consultants in the unit provide technical assistance to groups engaged in establishing child and day care centers. Additionally, they participate in the licensing of new and ongoing day care programs in cooperation with the Connecticut State Department of Health Services. in particular, they analyze the adequacy of the educational programs and staff training plans of such programs.

The early childhood special education consultants participate in the following activities: coordination of the Interagency Early Intervention Committee which has the goal of creating an interagency plan for serving handicapped children birth to six years of age (State Implementation Grant Funds), establishment of the Early Childhood Special Education Network through granting funds to seventeen LEAs to serve as local network centers (Preschool Incentive Grant Funds), granting of funds to model programs for training purposes (Preschool Incentive Grant funds), planning and granting funds for a service provision system for handicapped children under the age of three years (Title IV-B funds), and providing technical assistance and consultative services concerning programs and services to handicapped children under six years.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(III)	9.4 - Develop guides and workshops; provide program development assistance and consultant services for teachers, administrators, health providers and support service personnel and parents which

help to strengthen the home/school support system; and coordinate activities between SDE and other state agenices engaged in planning and implementing services.

(I, II) 10.4 - Coordinate services in public and non-public early childhood programs throughout the state, including identification and services to children who qualify under special education, Title I, bilingual and other legislation.

(I, II, III) 14.3 - 13.9 - Provide leadership and involvement in staff and professional development activities which will help to strengthen early childhood and early childhood special education services or programs.

(II) 15.8 - Identify and promote parenting education programs and parent / community involvement in the schools through consultant services.

(II) 17.4 - 13.9 - 10.5 - 1.8 - Coordinate the Interagency Early Intervention Committee to to create an interagency plan for serving handicapped children (0-6 years); establish an Early Childhood Special Education Network; fund model programs for training purposes; plan for a service provision system for handicapped children under three; and provide technical assistance and consultation.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
9.4 - Develop guides and workshops.	-	-	Achieved
9.4 - Provide program development assistance and consultant service to help strengthen the home-school support system.	-	-	In Progress
9.4 - Coordinate activities between State Department of Education and other state agencies engaged in planning and implementing services for young children.	-	-	In Progress
10.4 - Coordinate services to public and non-public early childhood programs throughout the state.	-	-	In Progress
14.3 - 13.9 - Provide leadership and involvement in staff and professional development activities.	-	-	Achieved

(CP Code)		1978-79	1979-80	1980-81
15.8 -	Identify and promote parenting education and parent involvement programs or activities.	-	-	Achieved
17.4 - 13.9 - 10.5 - 1.8 -	Coordinate the Interagency Early Intervention Committee to create an interagency plan.	-	-	Achieved
17.4 - 13.9 - 10.5 - 1.8 -	To establish an Early Childhood Special Education Network.	-	-	Achieved
17.4 - 13.9 - 10.5 - 1.8 -	To fund model training programs.	-	-	Achieved
17.4 - 13.9 - 10.5 - 1.8 -	To plan a service provision system for handicapped children under 3.	-	-	Achieved
17.4 -	To offer technical assistance and consultation to programs regarding handicapped children under 6.	-	-	Achieved

B. Statistical Data

(CP Code)		1978-79	1979-80	1980-81
9.4 -	Number of guides developed.	-	-	3
9.4 -	Number of workshops conducted or held.	-	-	185
9.4 -	Number of consultant contacts to strengthen the home / school support system (including towns, community groups and schools.)	-	-	154
9.4 -	Number of final products or documents related to coordination of activities by State Department of Education and other agencies.	-	-	10

(CP Code)	1978-79	1979-80	1980-81
9.4 - Number of coordinating activities engaged in.	-	-	179
10.4 - Number of plans in place for services to public and non-public early childhood programs.	-	-	1
10.4 - Number of technical assistance contacts with towns or systems regarding coordinating efforts.	-	-	100
10.4 - Number of technical assistance contacts with State Department of Education Consultants and other state agencies serving special populations.	-	-	237
10.4 - Number of consultations or service visits to public schools.	-	-	93
10.4 - Number of consultations or service visits to non-public schools.	-	-	23
10.4 - Number of consultations to licensed child care services.	-	-	350
10.4 - Number of consultations to child care services which are exempt from licensing.	-	-	34
14.3 - Number of activities or meetings with professional organizations, colleges, conferences, or other professional groups.	-	-	170
14.3 - 13.9 - Number of activities with staff of State Department of Education who provide and strengthen early childhood education.	-	-	171
15.8 - Number of consultations or contacts with parenting programs.	-	-	83
17.4 - 13.9 - 10.5 - 1.8 - Number of interagency plans developed for serving handicapped children birth to 6.	-	-	1

(CP Code)	1978-79	1979-80	1980-81
17.4 - Number of school systems 13.9 - served in Early Childhood 10.5 - Network. 1.8 -	-	-	169
17.4 - Number of Network coord- 13.9 - inating meetings attended. 10.5 - 1.8 -	-	-	10
17.4 - Number of model training 13.9 - programs funded. 10.5 - 1.8 -	-	-	2
17.4 - Number of programs established 13.9 - for handicapped children 10.5 - under six. 1.8 -	-	-	6
17.4 - Number of technical 13.9 - assistance consultations 10.5 - regarding programs for handi- 1.8 - capped children under six.	-	-	170

C. Interpretation

All of the activities reported have taken place since the formation of the Early Childhood Unit, even though individuals had been carrying out many of those responsibilities prior to 1980-81. A major part of consultant leadership and time is offered to day care services, interagency groups, early childhood organizations and the public schools. Program development assistance; coordination in planning and implementing services for young children; leadership in staff and professional development; promotion of parenting education/involvement; and the coordination of interagency plans for the delivery of early intervention services to young children provide a broad range of activities by the unit. Increased efforts are being made to provide continuity between non-public early childhood services and early childhood programs in the public schools.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$125,545	-	$ 5,664
Federal	32,836	$189,457	38,708
Other	-	-	-
Total	$158,381	$189,457	$44,372

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of School and Program Development
Compensatory Education Unit

I. Description of Program Activities

The Compensatory Education Unit is responsible for the administration of Title I of the Elementary and Secondary Education Act and Connecticut's State Aid to Disadvantaged Children (SADC). These two programs serve an estimated 60,000 children in 146 participating school districts. Approximately $30 million is expended in support of 460 compensatory education projects statewide.

The Unit provides administrative and program support services to participating school districts. Unit activities include reviewing and approving project applications; conducting on-site monitoring visits; disseminating information on policies and programs; promoting local and state-level parent involvement; undertaking program improvement efforts; overseeing the statewide evaluation of programs; and coordinating compensatory education with other federal, state and local programs.

Each consultant in the Unit is responsible for providing the services described above to a "caseload" of approximately 35 school districts.

The Unit is engaged in several new developmental efforts including the creation of a handbook on parent involvement; participation with Title IV, ESEA in a joint effort to identify and validate successful programs and practices; and the development of methods to evaluate Title I programs in institutions for neglected and delinquent children.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)	
(II)	15.8	- Develop and publish handbook on parent involvement in compensatory education.
(I, II, III)	10.1	- Provide or arrange upon request technical assistance to school districts in the areas of compliance, administration, program development and evaluation.
(I, II, III)	10.1	- Develop and publish second (revised) edition of Title I, ESEA administrative handbook.
(I, II)	13.9	- Identify and disseminate information on successful programs and practices in compensatory education.
(IV)	20.2	- Develop and disseminate methods for evaluating Title I programs in institutions for neglected and delinquent children.
(IV)	20.2	- Complete statewide evaluation of compensatory education programs for Fiscal Year 1980.

A.1 - Conduct on-site compliance monitoring visits to representative group of participating school districts and institutions, including non public educational facilities.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
15.8 - Develop and publish handbook on parent involvement. (See interpretation below).	-	-	Achieved
10.1 - Provide technical assistance in major areas of compensatory education.	-	-	Achieved
10.1 - Develop and publish Title I administrative handbook.	-	-	Achieved
13.9 - Identify successful programs and disseminate program information.	-	-	Achieved
20.2 - Develop and disseminate methods for evaluating Title I programs for neglected and delinquent children.	-	-	Achieved
20.2 - Complete 1980 evaluation of compensatory education programs.	-	-	Achieved
A.1 - Conduct on-site monitoring visits to participating school districts.	-	-	Achieved

B. Statistical Data

(CP Code)			
10.1 - Number of technical assistance visits conducted.	-	-	33
10.1 - Number of large group technical assistance workshops held.	-	-	3
13.9 - Number of Title I programs validated as "exemplary" and included in statewide dissemination network.	-	-	6

(CP Code)	1978-79	1979-80	1980-81
13.9 - Number of workshops held on Connecticut's 6 validated Title I projects.	-	-	9
20.2 - Number of school districts and institutions monitored.	-	-	48

C. Interpretation

The following comments are included as interpretive footnotes to the information and statistics presented above.

- The parent handbook (15.8) and the administrative handbook (10.1) were completed and ready for publication in early Spring, 1981. Due to the cutbacks in Title I as well as uncertainty regarding the consolidation of Federal categorical grants, the decision whether or not to publish the handbooks has been postponed until such time as the status of federal funding for education has been decided. The administrative handbook is currently being used internally by Unit staff.

- Formal technical assistance visits (10.1a) ranged from 1-6 hours in length and in the majority of cases occurred on-site in the school district. The most common needs for technical assistance were in the areas of parent involvement, project evaluation and program administration and compliance.

- The three large group technical assistance workshops (10.1b) were in the areas of evaluation, development of grant applications and Title I school comparability.

- Connecticut's six validated Title I projects (13.9a) are representative of the range and type of compensatory education programming in Connecticut. Included are projects in reading, math and language development, and programs at the preschool, elementary and secondary levels.

- Of the nine workshops held on Connecticut's six validated Title I projects (13.9b), six were held at the Unit's Spring program conference (for teachers and other school-level staff) and three were held at meetings of the State Title I Parent Advisory Council (for parents and administrators).

- Through the efforts of a state-level task force, methods have been developed for evaluating compensatory programs in institutions for neglected and delinquent children (20.2). These will be disseminated through workshops and a publication in September, 1981. This is the first state-level effort of its kind in the nation.

- Monitoring visits were conducted in a representative sample of school districts in terms of size and type of program and geographic location. Of the 48 visits made, 37 were conducted in local school districts (which included review of non-public school programs within those districts); seven were conducted in local institutions for neglected and delinquent children; and two were conducted in state institutions for neglected and delinquent children. Eight of the monitoring visits were conducted by a Unit team while forty were conducted by individual unit consultants.

- Highlights of the 1980-81 year not reflected in the Unit objectives included sponsorship of two large spring conferences (one for parents; one for school staff); refinements in the Unit's monitoring and evaluation systems; sponsorship of the State Title I Parent Advisory Council; and the provision of continuous information and support to local constituent groups in the uncertain context of proposed budget cutbacks and Federal program consolidation.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	$ 31,177	$ 6,999,984	$ 1,301
Federal	257,366	25,778,472	40,370
Other	-	-	-
Total	$288,543	$32,778,456	$41,671

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of Student Services

I. Bureau Organization

The Bureau of Student Services is comprised of five units: Federal Programs, Due Process, Program Development/Technical Assistance, Student Support Services, and Compliance Review.

The Federal Program Unit administers federal grant programs which support the improvement and expansion of program and support services to exceptional children. The unit is also responsible for the development of the P.L. 94-142 (Education for All Handicapped Children Act) State Plan, submission of applications for federal dollars, annual reports requested by the Office of Special Education, and the distribution and monitoring of funds under the provisions of P.L. 94-142 and 89-313.

The Due Process Unit is responsible to ensure that exceptional children and their parents are afforded their rights under both state and federal law and for the operation and maintenance of the Special Education Monitoring Information System (SEMIS).

The Program Development/Technical Assistance Unit provides technical assistance to school districts in the development and improvement of programs for exceptional children.

The Student Support Services Unit is responsible for the development and enhancement of support services which include social work, school health, psychological services, and guidance and counseling services.

The Compliance Review Unit monitors for compliance with state and federal mandates both public and private programs which serve handicapped children and recommends to the State Board of Education private schools seeking approval.

II. Bureau Summary

The following Bureau activities relate directly to the Division of Elementary and Secondary long range plans as specified in the Comprehensive Plan for Elementary and Secondary Education.

Statistical reports analyzing special education programs were published and distributed to all LEAs as specified in Action Strategy 20.1 and plans for the revision of the SEMIS were initiated (21.5).

Four regional workshops were held addressing compliance with Section 504 of the Rehabilitation Act of 1973 (13.4).

Revised Child Find information and new material designed to enhance the Department's efforts to locate all handicapped children was developed and disseminated throughout the state (17.3).

Eight model programs were funded and implemented to serve preschool and disadvantaged gifted students (13.9).

Five workshops were conducted addressing the home-school support system (9.4).

Compliance reviews of 43 towns complete the Department's three year effort to monitor all school districts for compliance with both state and federal laws (19.1).

Forty-eight (48) private special education facilities were recommended for approval or reapproval to the State Board of Education by the Bureau (17.1).

Interagency agreements between the Department of Education and the Department of Children and Youth Services were developed (13.3).

Other Bureau accomplishments were:

1. A cost accounting reporting system for private special education facilities was developed and field tested.
2. The number of handicapped children identified increased by over 4,000 students from the preceding year.
3. Seventy-six (76) workshops and special study institutes addressing programs and service for exceptional children were sponsored by the Bureau and conducted by the Special Education Resource Center.
4. A set of draft standards for the approval of private schools and guidelines for the use of behavior management in special classes were developed.
5. A revised compliance review manual was disseminated to LEAs.
6. All LEA Title VI, Part B flow-thru dollars were distributed as required by federal law.
7. Commentary to the Administrative Regulations in Special Education was drafted.
8. All programs for students formerly at the Mystic Oral School were monitored and reports submitted to the State Board of Education.

III. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	$298,116	$70,321,412	$107,310
Federal	676,900	14,736,084	945,649
Other	-	-	-
Total	$975,016	$85,057,496	$1,052,959

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of Student Services
Federal Program Unit

I. Description of Program Activities

The Federal Program Unit assists LEAs and other eligible applicants to obtain grant funds which will enable them to expand and/or improve special education and related services for handicapped children. The funds are supplied by the federal aid programs that are administered by the Unit.

Activities undertaken this past year included the preparation and submission of State Plan and other application materials required by the federal government to establish state, LEAs and other applicants' eligibilities and entitlements to participate in the federal aid programs, the awarding of entitlement and discretionary grants to eligible applicants and the preparation for submission of the fiscal and program reports required by the federal government.

Additional activities which directly affected state special education costs and practices were also undertaken. These activities included reviewing all LEA special education state reimbursement requests to clarify and, where appropriate, negotiate questionable items, supervising the payment of state funds to private schools for the educational services that they provided to handicapped non-nexus children, and conducting meetings with representatives of Connecticut private schools to develop and implement procedures for studying their operating costs.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(I)	A.1 - Establish grant eligibilities and entitlements.
(I)	A.2 - Distribute entitlement and discretionary grants.
(I)	A.3 - Submit required reports to federal government.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
A.1, A.2, A.3 -	-	Achieved	Achieved

B. Statistical Data

A.1 - Number of Grant provided.			
a. discretionary	23	28	40
b. entitlement	169	187	206

(CP Code)	1978-79	1979-80	1980-81
A.1 - Number of LEAs submitting problem state reimbursement requests.	-	50	8
A.2 - Amount of reimbursement funds reduced through unit review (est.).	-	$500,000	$10,000
A.2 - Number of handicapped non-nexus children served by private schools (See Interpretation below).	-	131	164
A.3 - Number of private schools submitting/updating operating cost data.	-	3	20

C. Interpretation

The increase in the number of grants provided relates to the increase in funds available and also to a greater LEA awareness of the advantages to be gained from participating in the LEA-return provisions of P.L. 89-313.

The number of LEAs submitting problem special education reimbursement requests declined dramatically after the review function was assumed by the unit and vigorously pursued in the previous year. The relatively small amount of funds reduced from LEA requests this year suggests that the initial effort was very beneficial to the state and warrants the continuation of this function.

The count of no-nexus children has been expanded this year to include out-of-state placements and the number reported is changed to reflect a full time equivalency (FTE). This means that all part year placements are now aggregated and the actual number of children served is larger than that reported.

The private school cost study mandated by P.A. 77-90 was begun last year and is continuing. The initial pilot efforts have resulted in a significant increase in the number of private schools voluntarily participating in the study.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	$ 2,753,000	-
Federal	$151,887	14,426,084	$906,427
Other	-	-	-
Total	$151,887	$17,179,084	$906,427

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of Student Services
Due Process Unit

I. Description of Program Activities

The Due Process Unit was established in response to the State Board of Education's recognized need to fulfill the mandate of Section 10-76h of the General Statutes which sets forth the procedural requirements for the resolution of disagreements between parents and school districts regarding a child's special education. Section 10-76h and its regulations provide for an administrative review by a local board of education, to be followed by a meditation or a hearing, both of which are to be requested of the State Board of Education. The Board appoints a mediator or hearing officer. A party aggrieved by the decision of the hearing officer may pursue an appeal in the courts. Section 10-76h also sets out specific timelines which must be followed in each of the above mentioned procedures. Activities specific to due process include: (1) responding to complaints about special education; (2) scheduling and monitoring mediations and hearings; (3) advising mediators and hearing officers concerning applicable state and federal laws and regulations, current court decisions, and State Department of Education policy; (4) reviewing the results of mediations and of hearing officers' decisions; (5) preparing the record of hearings which are appealed in the courts; (6) recruiting, training and evaluating candidates for consideration as mediators or hearing officers; (7) maintaining hearing records and the results of mediations in accordance with law; (8) reviewing procedures, forms and manuals in use in the Unit to assure compliance with current law.

In addition to due process, the Unit also has responsibility for the Special Education Monitoring Information System (SEMIS) and reporting on the condition of special education within the public schools of Connecticut. Included activities are (1) monitoring the collection, processing, evaluating and distribution of SEMIS materials; (2) preparing and submitting state and federal special education pupil reports; (3) publishing statistical reports detailing the condition of special education; (4) developing alternative procedures for submitting SEMIS data; (5) publishing statistical reports analyzing special education programs and identifying exemplary practices.

II. Short-Term Objectives

(Goal Ref.)	**(CP Code)**
(III, IV)	20.1 - Monitor the collection, processing, evaluating and distributing of SEMIS materials; prepare and submit required state and federal special education pupil reports; publish statistical reports detailing the condition of special education in Connecticut public schools.
(I, IV)	21.5 - Develop alternative procedures for submitting SEMIS data.
(I, III)	13.9 - Publish statistical reports analyzing special education programs and identifying exemplary practices.
(IV)	13.0 - Schedule mediations and hearings within statutory timeframes.

(IV) 13.0 - Train, appoint and schedule mediators and hearing officers.

(IV) 13.0 - Review hearing decisions.

(III) 13.0 - Conduct inservice activities for parent groups, local school district personnel, hearing officers, mediators, and local boards of education.

(IV) 13.0 - Develop a hearing officer's manual and a mediator's manual.

(IV) 13.0 - Develop an automated due process activity tracking system.

(II) 13.0 - Maintain parent complaint system and ensure that special and appropriate programs and services are available for minorities and the handicapped.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
13.0 - Schedule mediations and hearings.	Achieved	Achieved	Achieved
13.0 - Train and appoint mediators and hearing officers.	Achieved	Achieved	Achieved
13.0 - Review hearing decisions.	Achieved	Achieved	Achieved
13.0 - Develop hearing officers' manual.	-	Initiated	Achieved
13.0 - Develop mediators' manual.	-	Initiated	In Progress
13.0 - Automate due process tracking.	-	-	Initiated
13.0 - Maintain parent complaint system.	Achieved	Achieved	Achieved
20.1 - Prepare state and federal special education statistical reports.	Achieved	Achieved	Achieved

B. Statistical Data

	1978-79	1979-80	1980-81
13.0 - Number of mediations and hearing scheduled.	91	146	169
13.0 - Number of mediators and hearing officers trained.	6	4	6

(CP Code)		1978-79	1979-80	1980-81
13.0	Number of hearing decisions reviewed.	32	55	101
13.0	Number of hearing officers' manuals distributed.	-	-	30
13.0	Number of parent complaints received.	198	222	240
20.1	Number of state and federal special education reports prepared.	15	18	23
20.1	Number of copies of "**The Special Education Student in Connecticut Public Schools**" distributed.	-	-	400
3.1 13.9	Number of special LEA reports prepared and distributed on the local condition of special education.	-	-	175
13.0	Number of records prepared for appealed hearing decisions.	-	-	18
20.1	Number of copies of revised SEMIS Instruction Manual distributed.	-	1,350	225
20.1	Number of LEA SEMIS training sessions.	34	28	19

C. Interpretation

As a result of the listed activities, the Due Process Unit has increased its effectiveness in responding to requests for mediations and hearings. This can be seen in the number of mediations and hearings increases each year - with the most dramatic growth being in the total number of hearings and the number of hearings appealed in the courts. This growth has taxed all parties (attorneys, school districts, hearing officers, parents, and this agency) to comply with statutory time limits. It is expected that automation of the scheduling, tracking, and the follow-up of due process activities will facilitate compliance with time limits, permit heightened scrutiny of all processes, and enhance response to inquiry.

Publication of dozens of special and general statistical reports and of **The Special Education Student in Connecticut Public Schools** demonstrated the Unit's commitment to provide useful and timely information to LEA administrators. An ongoing program to train LEA personnel, coupled with sophisticated editing procedures and reduced turnaround time, have materially assisted LEAs in responding to SEMIS.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	$ 32,010	-	$84,740
Federal	160,456	-	39,222
Other	-	-	-
Total	$192,466	-	$123,962

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of Student Services
Program Development Unit

I. Description of Program Activities

The Program Development Unit is responsible for providing assistance to schools concerning programs for gifted and handicapped children. This is done through the development of written materials and through workshops and meetings.

Three activities undertaken this past year directly relate to Comprehensive Plan action strategies assigned to the Bureau of Student Services. One is the provision of increased technical assistance to help school districts comply with Section 504 of the Rehabilitation Act (Action Strategy 13.4). The second is the development of a system for identifying and disseminating successful special education practices (Action Strategy 13.9). The third is revision of the public information activities comprising the "Child Find" program (Action Strategy 17.3).

Other unit activities included the development and/or revision of guidelines on such topics as learning disabilities, physical and occupational therapy, special education regulation commentary, program evaluation, and surrogate parents.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(I, II)	13.4 - Provide technical assistance on Section 504 of the Rehabilitation Act of 1973 and Education of the Handicapped.
(I, II)	13.9 - Develop system to identify successful practices in special education.
(I, II)	17.3 - Revise "Child Find" materials to meet needs.
(I)	13.2 - Develop interagency agreements between the Division of Vocational Rehabilitation, Division of Vocational Education and the Bureau of Student Services.
	a.1 - Develop and disseminate Bureau publications designed to improve special education programs.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
13.2 - Develop interagency agreements.	-	-	In Progress
13.4 - Provide technical assistance.	Achieved	Achieved	Achieved

(CP Code)	1978-79	1979-80	1980-81
13.9 - Develop successful practices system.	-	-	In Progress
17.3 - Revise "Child Find"	-	-	Achieved

B. Statistical Data

(None)

C. Interpretation

It will be noted from the information reported above that many of the unit activities were undertaken for the first time during the past year. This reflects the Departmental reorganization; general student support services are no longer part of this unit.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	$109,570	$67,568,412	$13,785
Federal	104,819	310,000	-
Other	-	-	-
Total	$214,389	$67,878,412	$13,785

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of Student Services
Student Support Services Unit

I. Description of Program Activities

The Student Support Services Unit is responsible for providing assistance to local school districts in the area of pupil services. Such responsibility includes strengthening programs of professional development in the fields of school psychology, school social work, school health, and guidance and counseling. Student Support Services are concerned with the developmental, preventitive, and remedial aspects of education. Support services play a crucial role in identifying and resolving potential problems through early intervention, assisting in the development of alternative strategies to more effectively individualize instruction. For those children who do evidence problems requiring specialized services not generally provided within the classroom setting, support services are a major remedial resource to school and community personnel.

The following activities, directly related to Comprehensive Plan action strategies, assigned to the Bureau of Student Services were undertaken this year:

1. Development of guides and workshops to strengthen home-school support system. (9.4)

2. Reviewing current programs of technical assistance to local school districts in order to provide strengthened programs and increased access to counseling, health, psychological, and social work services. (12.1)

3. Publishing of directories and memoranda providing information on current levels of support services and common models of staffing practices of successful support services. (12.2)

4. Reviewing current programs and practices in the area of substance abuse toward the development of expanded technical assistance to local schools on the damaging effects of drug, alcohol, and tobacco abuse. (12.3)

Other activities related to the Comprehensive Plan involve the publication of state guidelines in the area of social and emotional maladjustment and school psychology; serving on interagency task forces in the areas of autism and juvenile justice; providing technical assistance to local schools on such topics as improving a student's self-image, counseling practices, methods of assessment and evaluation, and alternative education.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(II)	9.4 - Develop guides and conduct workshops for teachers, administrators and parents which help to strengthen the home-school support system.
(II)	9.5 - Review and prepare recommendations related to state and local policies on student behavior and discipline.

(I, II) 12.1 - Review current programs of technical assistance to improve quality and assure access to needed support services, including health, counseling, psychological, social work, and nutrition services.

(II, III) 12.3 - Provide technical assistance to local schools on damaging effects of substance abuse.

(IV) 19.4 - Survey and analyze existing support services available to students in local and regional school districts, state agencies and other institutions including counseling, psychological, social work, health, and nutrition services.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
9.4 - Develop guides/workshops on home/school support systems.	-	-	Ongoing
9.5 - Recommendations on student behavior and discipline.	-	-	Ongoing
12.1 - Technical assistance to assure access to needed support services.	-	-	Ongoing
12.2 - Develop models of common staffing practices for support services.	-	-	Ongoing
12.3 - Technical assistance on effects of substance abuse.	-	-	Ongoing
19.4 - Analysis of existing support services available to local schools, state agencies, and other institutions.	-	-	Ongoing

B. Statistical Data

(CP Code)			
9.4 - Number of workshops on home/school support systems.	-	-	3
12.1 - Number of districts receiving technical assistance.	-	16	17

C. Interpretation

The Student Support Services Unit, unlike any of the other units within the Bureau of Student Services, is a totally new development, having been created in the Fall of 1981.

Since the guidance and counseling consultant position was vacant throughout the year and the school social work and school health consultants were employed after the present school year began, several of the objectives and tasks for the Unit remain at the incipient stage.

Generally, this first year provided time to define the character of the Unit. Efforts are also being made to research and integrate data that will allow us to determine the status of support services presently in Connecticut and to identify issues in addition to those long range Division objectives.

We are in the process of developing directories for the various support services, calculating state wide ratios of support services to school enrollments, and surveying the field regarding critical issues of employment and accessibility. In effect, this year has been used to take stock - it was a building and planning year. Nonetheless, we will be developing needed data, reports, and guidelines to pinpoint critical issues and ideas for subsequent development.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$62,606	-	-
Federal	49,578	-	-
Other	-	-	-
Total	$112,184	-	-

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Bureau of Student Services
Compliance Review Unit

I. Description of Program Activities

The Compliance Review Unit is charged with monitoring for compliance with state and federal laws, special education programs in public and private schools and for providing a liaison function between the district or private school and the State Department of Education during the full course of the review activities.

The activities undertaken in the past year have been consistent with goals of the Division to determine the condition of elementary and secondary education in Connecticut. Monitoring of 82 local school district special education programs during the school year is accomplished using the compliance review system. Unit staff revised the Compliance Review Manual to incorporate the Administrative Regulations for Connecticut General Statute Section 10-76a-1 which became effective September 1, 1980.

Additionally, special education programs in 30 private schools were evaluated for initial or continuing approval and reports setting forth such recommendations were forwarded to the State Board of Education for appropriate action.

Other unit activities included:

1. Coordinating activities of a 40 member Joint Committee on Private Schools for Special Education.
2. Working with various subcommittees of the Joint Committee on Private Schools for Special Education to develop:
    a. Cost accounting system.
    b. Standards for approval of a private special education facility.
    c. Procedures for approval of a private special education facility.
    d. Guidelines for use of behavior management in special classes.
3. Publication of a revised Compliance Review Manual with instruments.
4. Publication of a revised Directory of Approved Private Schools for Special Education.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(I, II, III)	10.1 - Review local school districts for compliance with state and federal mandates in special education.
(I, II, III)	10.1 - Provide technical assistance to follow up the compliance reviews to assist districts in achieving full compliance.

a.1 - Provide ongoing consultation to local district personnel, parents and other professionals in areas of expertise in special education.

b.1 - Receive new applications for approval as private schools for special education. Conduct on-site evaluations, and make recommendations regarding initial approval to the State Board of Education.

b.2 - Receive applications for reapproval as private schools for special education. Conduct on-site evaluations and make recommendations regarding reapproval to the State Board of Education.

b.3 - Complete revision of Procedures and Standards for Approval as Private School for Special Education.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
10.1 - Review local school districts for compliance with state and federal mandates in special education.	Achieved	Achieved	In Progress
10.1 - Provide technical assistance to follow up the compliance reviews to assist districts in achieving full compliance.	Achieved	Achieved	In Progress
10.1 - Receive new applications for approval as private schools for special education. Conduct on-site evaluations and make recommendations regarding initial approval to the State Board of Education.	Achieved	Achieved	In Progress
10.1 - Receive applications for re-approval as private schools for special education. Conduct on-site evaluations and make recommendations regarding re-approval to the State Board of Education.	Achieved	Achieved	In Progress
10.1 - Complete revision of Procedures and Standards for Approval as Private School for Special Education.	-	-	In Progress

(CP Code)	1978-79	1979-80	1980-81
12.5 - Provide ongoing consultation to local district personnel, parents and other professionals in areas of expertise in special education.	Achieved	Achieved	In Progress
B. Statistical Data			
10.1 - Number of local school districts reviewed for compliance.	74	82	50
10.1 - Number of districts receiving technical assistance for review follow up.	74	82	50
b.1 - Number of evaluations for initial approval as private special education school.	3	6	1
b.2 - Number of evaluations for re-approval as private special education school.	22	30	30

C. Interpretation
It should be noted that this is the third year in a three year monitoring cycle for the Compliance Review Unit. Schools reviewed during 1980-81 had not received a compliance review in the past. The number of actual reviews conducted is smaller than the previous two years as a result of this being the final phase of the cycle.

All districts and private schools which are reviewed maintain a liaison from the Compliance Review Unit who provides follow up and technical assistance as necessary until the course of the review has been completed.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$ 93,930	-	$8,785
Federal	171,817	-	-
Other	-	-	-
Total	$265,747	-	$8,785

DIVISION OF VOCATIONAL AND ADULT EDUCATION

Bureau of Community and Adult Education
Bureau of Vocational Program Planning and Development
Bureau of Vocational Services
Bureau of Youth Employment and Training Services

DIVISION OF VOCATIONAL AND ADULT EDUCATION

I. Organization of the Division

The Division of Vocational and Adult Education is organized into four bureaus. The Bureaus of the Division provide services to local education agencies, prime sponsors of Comprehensive Employment and Training Act programs, private industry, and a variety of educational agencies in the public and private sector. The Division is constantly striving to attain the Statewide Goals of Education: Equity and Equal Opportunity; Improving School Programs; Ensuring Professional Competence; and Evaluating Success. These Goals are identified in the missions of the Bureaus.

The Bureau of Vocational Services works with the educational community of the state to develop vocational program proposals for federal and state funding, to assist in the development of immediate and long-range local and state plans for vocational education, to develop guidelines and other documents necessary for the operation of the vocational education programs in the state. The staff has the responsibility for the review of proposals and plans, the monitoring of on-going programs, and formal evaluation of a 20% sample of vocational programs in the state each year. The Bureau supervises activities of the Vocational Student Organizations. The Bureau is comprised of three units: Program Evaluation and Approval, Curriculum and Staff Development, and Vocational Student Organizations.

The Bureau of Community and Adult Education provides a variety of educational services to Connecticut citizens by assisting the public schools in the improvement of adult and community education programs, and by monitoring private occupational schools and institutions of higher education for compliance with a number of state and federal statutes, including a program for veterans. The Bureau is comprised of two units: Adult Vocational Education Unit and Basic Skills Community Education Unit.

The Bureau of Vocational Program Planning and Development's general mission is to ensure that the Board of Education, the Department, the Division and Connecticut educators and citizens have the information needed for formulation of policy and plans to effectively direct and operate vocational education programs within the education agencies of the state. The Bureau consists of three units: Program Planning and Development, Information Systems and Sex Equity.

The general mission of the Bureau of Youth, Employment and Training Services is to assist Connecticut's six prime sponsors in fulfilling the purposes of the Comprehensive Employment and Training Act as they relate to education and work. The Bureau works with a variety of publics in making arrangements for the delivery of training services to both youth and adults, utilizing local and state education agencies, community based organizations, proprietary schools and private industry. The overall objective of the C.E.T.A. Trade Act and State Manpower Programs is to ensure equal opportunity for employment and training to the unemployed and underemployed youth and adults. The Bureau consists of three units: Youth Employment Unit, Employment Training Unit and Management Unit.

In addition, two units are located within the Division.

The Facilities Planning and Development Unit prepares guidelines and specifications for vocational-technical school facilities and for vocational programs in Local Education Agencies; works closely with staff and administrators of vocational education programs in the development of these facilities; works with the architect and engineers in interpretations of educational specifications; serves as a liaison with the Bureau of Public Works and assists in the preparation of the annual Capital Project Budget.

The Civil Rights Compliance Coordinating Unit monitors federally funded vocational programs throughout the state for compliance with civil rights laws. The unit also provides general technical assistance to schools to inform them of the requirements of civil rights laws and offers specific technical assistance to schools working on remediation plans.

The State Council on Education for Employment is a fiscal responsibility of the Division. This unit coordinates employment, training, education and related services with business,industry and government.

II. Division Summary

The Division of Vocational and Adult Education provides leadership for general adult and vocational education programs in the State.

The Division plans, funds, evaluates and provides technical assistance for vocational programs at secondary, post-secondary and adult levels; directly assists other state agencies seeking to improve Connecticut's economic climate by providing personnel with the requisite vocational and technical skills; monitors vocational programs for compliance with Civil Rights regulations; is responsible for and utilizes the services of the State Occupational Information Coordinating Committee in its planning, implementation and evaluation process and assists LEA's in utilization of school resources to solve community problems.

Major accomplishments of the Division in fulfilling the goals of the State Board of Education include:

1. The 1981 Revision of the "Connecticut Plan for Vocational Career and Adult Education - An agenda for Action" was adopted by the State Board of Education and transmitted to the Governor and the General Assembly in January, 1981. (1.3)

2. A data based computer system which will store and retrieve vocational education data was piloted. (21.7)

3. Two award winning innovative programs designed to increase access to vocational programs for women and minorities were established in Mohegan Community College and New Britain Public Schools. (3.4, 13.6)

4. The initial drafts of curriculum guides in vocational education areas were completed. (10.3)

5. Assistance was given in the preparation of adult education legislation (16.0)

6. Vocational Student Organization membership and activities were expanded (10.6)

7. A special adult education program for Beardsley Terrace Housing Project (Bridgeport) tenants was developed in cooperation with the Bureau of Youth, Employment and Training Services and the Division of Vocational-Technical Schools. The program targeted unemployed, underemployed, single parent, inner city clientele. (16.0)

8. The establishment of the statewide Career Information Delivery System was furthered. (2.3)

9. More than 60 in-service workshops and conferences were held in all areas of vocational education and vocational guidance counseling. (14.3, 10.5)

10. Annual evaluations of federally funded vocational programs were completed. (19.10)

11. A plan to implement a modern data system for the State High School Diploma Program (GED) was developed.

Other accomplishments of the Division were:

1. Grants made to Local Education Agencies and other eligible recipients increased by more than 100 over the previous year.

2. Area program planning in several areas of the state (Naugatuck Valley, Danbury area, Middletown area, and Fairfield County) was initiated.

3. Connecticut's "Methods of Administration and Related Procedures for Compliance with the Civil Rights Authorities in Vocational Education" was implemented.

4. The Default Assurance Fund was successfully implemented. Initial payments were processed.

5. A statewide conference on Vocational Program Improvement highlighted exemplary programs serving disadvantaged youth, handicapped youth, hispanic youth and model solar energy training programs for vocational education teachers.

6. A joint fund to increase employment training primarily in urban centers with an emphasis on a program coordinated with public and private agencies was established. The purpose of the program is to reduce youth and adult unemployment.

7. Four new programs were established at Niantic Correctional Facilities in non-traditional occupations.

III. Goals

I. Promoting educational equity and equal opportunity to a suitable program of educational experiences.

II. Assisting school districts in planning and implementing excellent school programs.

III. Sustaining a level of excellence in programs of staff development for teachers and administrators.

IV. Determining the condition of career, vocational secondary, and adult education programs.

a. "provide leadership and otherwise promote the improvement of education in the state including research, planning and evaluation;"

b. "prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law;"

c. "conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and improving their proficiency in meeting the diverse needs and interests of student;"

d. "keep informed as to the condition, progress and needs of the schools of the state."

A. To administer state and federal grants in an effective, equitable and efficient manner.

B. To administer Connecticut's "Methods of Administration and Related Procedures for Compliance with the Civil Rights Authorities in Vocational Education."

C. To fulfill the purposes of the Comprehensive Employment and Training Act and cooperate with other state agencies in utilizing the State Manpower Act.

D. To coordinate employment, training, education and related services with business and industry.

E. To promote the establishment and utilization of the services of the State Occupational Information Coordinating Committee.

F. To aid in the development of vocational education facilities and assist in the preparation of the annual Capital Project Budget.

G. To promote the expansion of adult education opportunities through local education agencies and other pertinent organizations and institutions.

H. To promote the development of community education programs which involve citizens more directly in the operation of local school systems.

IV. Long-Range Objectives

A. Planning

(Goal Ref.)	(CP Code)
(I, II, III, IV)	1.3 - Revise, in 1981 and 1983, the Connecticut Master Plan for Vocational and Career Education, to meet the changing needs of Connecticut's citizens for career and vocational training.
(II)	2.3 - Analyze reports from the State and National Occupational Information Coordinating Committees, the State Department of Labor and business and industry, and report annually on current and projected employment opportunities in the New England Region.
(II)	3.3 - Report annually on the employment status and the percentage of students enrolled in post-secondary education or training programs, and on the percentage of students completing high school and vocational education programs.
(II)	3.4 - Survey, by June 1981, work experience programs and apprentice programs in terms of resource allocation and numbers of women, minorities and handicapped served, including CETA public sector activities.
(II)	3.5 - Seek continued funding support of the statewide Career Information Delivery System, and allocate funds in the Fiscal Year 1981 State Plan for Vocational Education to support the System.

B. Implementation

(I)	10.6 - Increase the number, variety and geographic availability of effective vocational programs, particularly those which are currently restricted due to disparities in wealth among local districts, including: - increasing the number of vocational education programs based on current and future employment predictions in New England. - increasing, to a total of 300 by 1985, the number of chapters of vocational youth clubs statewide. - increasing the number of students participating in pre-apprentice work experience programs.
(I)	10.8 - Establish committees to report in 1981-82 on recommendations for increasing the number of schools which offer academic credit for work experience, and for increasing the number of programs available for CETA youth.

(I) 10.9 - Review and update, by June 1981, the curriculum development process for the regional vocational-technical schools and establish a priority curriculum revision list.

(I, II) 13.6 - Increase the participation of women, minorities and the handicapped in CETA programs; in industry-sponsored vocational programs, and in non-traditional programs in the regional vocational-technical schools.

(I, II) 13.7 - Identify and publicize model job training and support services by January 1981, for "displaced homemakers" to aid these women in entering the employed labor force, in traditional or non-traditional occupations.

(I, II) 13.8 - Identify and disseminate, by June 1981, vocational education programs which are successful in offering non-traditional opportunities to women, men, minorities, the handicapped and other special needs groups.

(III) 14.9 - Increase leadership training for key vocational program and curriculum coordinators and administrators of CETA programs through a series of conferences and workshops beginning in 1980.

(III) 14.10 - To keep pace with economic changes and advances in educational practice, annually commit resources to employer-based inservice professional development programs for teachers, instructors, counselors and employment training personnel in vocational education and CETA programs.

(II) 15.8 - Identify and promote programs and procedures which have been successful in stimulating parent and community involvement in the schools.

(I, II) 16.2 - Develop a systematic process of identifying needs, and planning, implementing and evaluating local adult education programs.

(I, II) 16.3 - Identify models of outstanding practice in adult education from throughout the nation, and assist in the adoption or adoption or adaption of these practices in local school districts.

(I, II) 16.4 - Expand reporting on the needs and accomplishments of adult students in the Condition of Education.

C. Evaluation

(IV) 18.3 - Collect, analyze and publish annually "follow-up" data on public completers. The data provide evaluative information relating to college placement, employment and other data on graduate status.

(IV) 19.7 - Improve compliance monitoring activities of proprietary schools and veterans education programs.

(IV) 19.10 - Annually conduct reviews and evaluate vocational education programs to improve educational opportunities for each student.

(II) 21.7 - Complete, July 1981, a comprehensive vocational education data system compatible with other agency systems. It will consolidate data collection and annually publish reports assessing the impact on the Connecticut economy of vocational education program graduates, as well as consolidate applications and fiscal reports for federal and state funding.

V. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$ 742,196	$ 1,026,500	$108,275
Federal	$1,489,502	12,453,759	496,047
Other	-	-	8,396
Total	$2,231,698	$13,480,259	$612,718

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Office of Associate Commissioner
Buildings and Facilities Planning Unit

I. Description of Program Activities

The Buildings and Facilities Planning Unit prepares guidelines and specifications for the planning of Regional Vocational-Technical school facilities. Informational drawings for guidance of the designing architect and engineers are prepared by this office. These drawings include layouts for classrooms, laboratories, shops, physical education and other plant facilities, and are necessary for the development of final plans and specifications.

The staff of the unit also provides the liaison with DAS Public Works Bureau on projects for new Regional Vocational-Technical schools, additions and alterations. This also includes the planning of equipment both I.G.C. (In General Contract) and N.I.C. (Not in Contract).

The unit keeps records of the progress of each project and reports the findings to the Associate Commissioner of Vocational and Adult Education.

Unit staff visits school buildings being abandoned by municipalities or vacant industrial buildings, to study feasibility of using the buildings for Vocational School Satellites and determine the extent of alterations necessary to adapt the schools to such use.

The staff also visits buildings to determine the feasibility for use as skill centers for local municipalities.

The unit meets with consultants, Curriculum Committees, Citizen Advisory Committees and Craft Committees for guidance in the selection of up-to-date equipment being used in the various trades.

The unit represents the State Board of Education at all meetings during the construction of projects and at the final inspection of completed projects. It is also responsible for follow-up of all projects during the guarantee period after acceptance of the facilities.

The unit is responsible for the actual physical placement of equipment as it is delivered to a new project or addition to an existing school.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(II, IV)	3.7 - Provide information and leadership so as to provide regional vocational-technical facilities that will be practical, economical, flexible, functional and suitable to carry out the vocational programs to be served in most efficient way possible.
	F.1 - Complete annual capital project booklet for new vocational educational facilities and additions to existing regional vocational

-technical schools, to be accepted by the State Board of Education and the General Assembly.

F.2 - Plan and provide adequate guidelines and specifications for regional vocational-technical facilities that offer instruction in varied occupational fields at the secondary, post secondary and adult levels.

F.3 - Provide architects and engineers with all the necessary information and technical drawings for designing and planning of new vocational-technical educational facilities, promoting practicality, economy, feasibility, functionality and suitability.

F.4 - Cooperate and coordinate with the Connecticut State Department of Administrative Services - Bureau of Public Works in its supervision of construction of new vocational educational facilities.

F.5 - Encourage the participation of the Director, staff, all advisory committees in the planning of the new vocational - technical educational facilities.

III. Evaluation

A. Status of Short-Term Objectives

	1978-79	1979-80	1980-81
F.1 - Annual Capital Projects Booklet	Achieved	Achieved	Achieved
F.2 - Provide Guidelines & Specifications.	Achieved	Achieved	Achieved

B. Statistics

	1978-79	1979-80	1980-81
F.3 - Projects Completed	4	4	2
Additional Students Served	1050	990	426
F.4 - Projects Under Construction	10	6	5
Additional Students to be Served	2016	1016	890
F.5 - Projects Design Plans and Specifications Completed	2	3	4
Additional Students to be Served	360	600	300
F.5 - Projects in Planning Stage	3	10	12
Additional Students to be Served	800	2030	2750
F.1 - Annual Capital Projects Budget Request	22,772,000	20,788,000	39,030,750
F.1 - Total of Balance from Prior Authorizations	38,158,000	25,740,000	10,830,000

	1978-79	1979-80	1980-81
F.1 - Total of Funds Requested and Prior Authorizations	60,930,000	46,528,000	49,860,750

C. Interpretation

From the information reported, two Capital Projects were completed and provided 426 new student stations. Five Capital Projects are currently under construction during the Fiscal Year 1980-81 and will accommodate 890 new students. There are four Capital Projects for which the plans - specifications have been completed and are waiting to be released for bidding. One of the projects will provide 300 new student stations. The other three projects will provide accommodations of the school facilities to the handicapped, provide connecting corridors, and an outdoor tennis court. There are 12 projects in various planning stages and these projects will serve an additional 2750 students.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$44,040	-	$1,565
Federal	32,901	-	1,355
Other	-	-	-
Total	$76,941	-	$2,920

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Office of Associate Commissioner
Civil Rights Compliance Coordinating Unit

I. Description of Program Activities

The Civil Rights Compliance Coordinating Unit monitors federally funded vocational programs in Local Education Agencies, Community Colleges, State Technical Colleges, and Regional Vocational-Technical Schools in fulfillment of requirements set forth in guidelines issued by the Department of Health, Education and Welfare on March 21, 1979.

Programs are monitored for compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

The unit also provides technical assistance to schools working on remediation plans and through publications and workshops keeps schools throughout the state informed of the requirements of civil rights laws.

II. Short-Term Objectives

(Goal Ref.) **(CP Code)**

(I) 13.6, 19.10 - To review at the agency level at least 20% of the state's recipients of federal vocational funds.

(I) 13.6, 19.10 - To review on-site at least 5% of the state's recipients of federal vocational funds.

(I) 13.6, 19.10 - To provide technical assistance to recipients in preparing remediation plans when violations of civil rights laws have been found.

(I) 13.6, 19.10 - To assure that remediation plans have been implemented.

(I) 13.6, 19.10 - To keep all recipients informed of civil rights requirements through publication and workshops.

(I) 13.6, 19.10 - To prepare the Annual Civil Rights Report for the U.S. Department of Education.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
13.6, 19.10 - Agency Level Reviews	-	Initiated	Achieved
13.6, 19.10 - On-Site Reviews	-	Initiated	Achieved

(CP Code)	1978-79	1979-80	1980-81
13.6, 19.10 - Technical Assistance for Violations	-	-	Initiated
13.6, 19.10 - Remediation Plan Follow-up	-	-	In Progress
13.6, 19.10 - Informing Recipients of Civil Rights Requirements	-	Initiated	In Progress
13.6, 19.10 - Annual Civil Rights Report	-	Achieved	Achieved
B. Statistical Data			
13.6, 19.10 - Agency Level Reviews	-	28	2
13.6, 19.10 - On-Site Reviews	-	2	6
13.6, 19.10 - Technical Assistance for Violations	-	-	7
13.6, 19.10 - Annual Civil Rights Report	-	1	1

C. Interpretation

The unit worked with school personnel to eliminate discriminatory conditions and practices in vocational programs.

In completing agency level and on-site reviews of selected vocational programs throughout the state, the unit has fulfilled federal requirements and worked toward achieving State Board Goal One: Equity and Equal Opportunity.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	-	-	-
Federal	-	$18,300	-
Other	-	-	-
Total	-	$18,300	-

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Bureau of Community and Adult Education

I. Bureau Organization

The Bureau of Community and Adult Education, which is made up of two units, the Basic Skills/Community Education Unit and the Adult Vocational Education Unit, provides a variety of educational services to Connecticut citizens by assisting the public schools in the improvement of adult and community education programs and by monitoring private occupational schools and institutions of higher education for compliance with a number of state and federal statutes.

The Mission of the Basic Skills/Community Education Unit is to improve and expand school programs for out of school youths and adults who have not yet earned a high school diploma, and to insure the professional competence of the educators who serve Connecticut's adult learners. The mission of the unit covers a broad range of clients and institutions, including adults who have not completed 8th grade and adults who have not completed 12th grade.

The Adult Basic Education program is designed to assist adults 16 years of age or older, whose skills are below the average 12th grade level, to improve their reading, writing and computational abilities. This program addresses itself to both the English-speaking and non-English-speaking segments of Connecticut's adult population.

The unit also oversees the administration of the General Educational Development (G.E.D.) examination to over 7,000 Connecticut residents each year.

The goal of community education is to improve school programs by assisting LEA's in expanding community use of school facilities, in fostering greater public participation in school affairs, and in utilizing school resources in the solution of community problems.

Two major activities of community education are the development of a State Plan for Community Education and the securing of funding for local community education programs.

The Mission of the Adult Vocational Education Unit is to insure compliance with state and federal regulations in private occupational school approvals for some 75 private occupational schools and approval of programs in which 9,000 veterans and their eligible dependents are enrolled. In addition, the unit is responsible for monitoring and approving driver education programs in the secondary schools of the State of Connecticut.

II. Bureau Summary

The major accomplishment of the Bureau of Community and Adult Education was that they helped set policy direction, namely, the passage of PL 81-397 (An Act to Enhance Educational Opportunities for Adults) and successfully completed the revised Master Plan for Vocational, Career and Adult Education.

A conscious effort was made to relate Bureau and Unit objectives to the Comprehensive Plan for Elementary and Secondary Education (CP) and the Master Plan for Vocational, Career, and Adult Education (MP).

The following Bureau accomplishments are related to both the CP and the MP and require special note:

1. The development of a special adult education program for Beardsley Terrace Housing Project (Bridgeport) tenants. The program was developed in cooperation with the Bureau of Youth, Employment and Training Services and the Division of Vocational Technical Schools and targeted unemployed, underemployed, single parent, inner city clientele.

2. As a result of Bureau efforts, energy saving programs were instituted in thirteen local education agency adult education programs resulting in the conservation of natural resources.

3. A plan to implement a modern data system for the State High School Diploma Program (G.E.D.) was developed. This program serves over 10,000 adults each year. Implementation of the program should permit the Bureau to serve Connecticut citizens in a more efficient manner.

4. The Educational Facilities Laboratory planning model, which was designed to involve community members in solving community problems, was field tested in a medium sized Connecticut town. The information gained at this test site should allow the Bureau to refine the process for use at another site this coming fiscal year.

5. Outmoded Driver Education Regulations were rewritten and approved by the State Board of Education.

6. The Default Assurance Fund was drawn on for the first time, when students were paid the unearned portion of their tuition, as the result of a private occupational school being declared insolvent.

As a result of the passage of PL 81-397, the Bureau will be undertaking an analysis of the new law and the development of a dissemination process to inform local boards of education, superintendents of schools, directors of adult education, and other interested parties as to the requirements of the law and how it may best be used to enhance educational opportunities for adults, which was the legislative intent of the General Assembly. The Bureau will also be very active in developing ways in which the Master Plan for Vocational, Career, and Adult Education can be intergrated with local education agency adult education programs.

In an attempt to move aggressively in improving the delivery of programs to inner city adults, the Beardsley Terrace Model will be refined and delivered to one other city in addition to Bridgeport.

The Bureau will develop a new three year plan for Adult Education (federal) which requires extensive citizen participation.

The plan for implementing a modern data system for the State High School Diploma Program will be executed. Once in place, the new system should cut the turn around time in half (from taking the test to receiving test scores).

In processing the first claims on the Default Assurance Fund, it became quite clear that for the purpose of refining a very good piece of legislation, changes in the default rules and regulations will have to be made.

III. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$302,324	$1,026,500	$43,792
Federal	52,630	1,311,011	22,307
Other	-	-	8,396
Totals	$354,954	$2,337,511	$74,495

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Bureau of Community and Adult Education
Basic Skills / Community Education Unit

I. Description of Program Activities

The Basic Skills/Community Education Unit (BSCEU) is responsible for developing programs and rendering technical assistance in meeting the needs of communities and in-school and out-of-school youth and adults. The mission of the unit covers a broad range of clients and institutions, including the following: adults who have not completed 12th grade (800,000 citizens); adults who have not completed 8th grade (300,000 citizens); to provide English language training to Non-English speaking adults; enhance career opportunities for the general adult population, in cooperation with business and industry; exhibit leadership within cities and towns which leads to increased citizen involvement in community development.

The BSCEU has made a very conscious effort to use the Comprehensive Plan for Elementary Secondary Education and the Master Plan for Vocational, Career and Adult Education as a guide in developing objectives for the program year.

The unit has implemented a delivery system which, if executed properly, should accomplish the following:

a) teach adults to read and write
b) improve job readiness for adults
c) improve the quality of family life
d) develop adults who are self directed contributing member of society
e) provide leadership to assist communities in involving citizens in determining the direction a town or city should move in. (Financial, social, political, etc.)

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(I)	16.0 - To assist in the preparation of revised adult education legislation.
(I)	16.0 - To assist in the revision of the Vocational, Career, and Adult Education Master Plan.
(II)	16.0 - To assure compliance with 10-73b and to provide (ABE) technical assistance to 32 ABE programs and 88 general adult education programs.
(III)	16.0 - Analyze AE/ABE FY 82 priorities and design inservice training format for adult education teachers and administrators for FY 82.
(II)	16.0 - To assist in the development of special business and industry and adult basic education jobs programs in the Beardsley Terrace Housing Project.
(I)	2.6 - Assist LEA's in developing a plan for the expanded use of school facilities offering programs of academic, vocational, and a

vocational education to all age groups while assisting other local agencies in responding to local problems.

(II) 16.0 - Facilitate the implementation of Energy Saving Programs in 10 LEA Adult Education Programs.

(I, II) 1.0 - Planning of a modern data system in the GED program to improve services to Connecticut residents who take the State High School Diploma Test (approx. 9,500 in 1979).

(II) 15.8 - Identify and promote programs and procedures which have been successful in stimulating parent and community involvement in the schools.

(I, II) 16.2 - Develop a systematic process of identifying needs, planning, implementing and evaluating local adult education programs.

(V) 15.7 - Implement the recommendation of the Interagency Task Force on School Security and the Citizens Advisory Council on Safe Schools.

(V) 14.4 - Provide information and training programs for members of local boards of education and parents, and publish descriptions of at least six parent training programs by June 1981.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
16.0 - To assist in the preparation of revised adult education legislation.	-	-	Achieved
16.0 - To assist in the revision of the Master Plan.	-	-	Achieved
16.0 - To provide technical assistance.	In-Process	In-Process	In-Process
16.0 - To analyze AE/ABE FY 82 priorities and the training of teachers and administrators.	-	-	Achieved
16.0 - To assist in the development of special projects where the need is greatest.	-	-	Initiated
2.6 - To assist LEA's in developing a plan for extended use of school facilities.	-	-	Initiated

(CP Code)	1978-79	1979-80	1980-81
16.0 - To facilitate the implementation of energy conservation in LEA programs.	-	-	Achieved
1.0 - Planning a modern data system for the GED program.	-	-	Achieved
15.8 - Identify and promote programs for parent and community involvement.	-	-	Initiated
16.2 - Develop a systematic process of assessing local adult education programs.	-	-	Initiated
15.7 - Implement the recommendations of the Interagency Task Force on School Security and Safety.	-	-	Not Completed*
14.4 - Provide information and training for local board members and parents.	-	-	Initiated
B. Statistical Data			
16.0 - Number of adult basic education and/or adult education programs requesting specific assistance.	-	-	69
16.0 - Number of ABE programs monitored.	-	15	26
16.0 - Number of ABE and/or adult education programs initiated or expanded through department assistance.	-	2	14
16.0 - Number of adult education energy-saving programs implemented.	-	-	13
15.8 - Number of programs identified as successful in parent and/or community involvement.	-	5	3

*Funds to implement the recommendations have not been forthcoming.

1.0 - Number of state high school diploma (GED) applications processed.	9500	10,500	11,500
1.0 - Number of diplomas issued.	3666	4279	5000

C. Interpretation

Several of the major activities were initiated this year as a result of responsibilities assigned by the comprehensive plan, or assumed as a result of the bureau's joining a new division. All objectives for adult education planning were initiated and achieved during this year.

Assistance to LEA's in developing plans for the use of school facilities in meeting community needs suggests that such plans need refinement and a funding base to recycle unused municipal buildings.

While there is no past year's data for several statistical terms, the available information shows an increase in technical assistance to adult education programs in the LEA, as well as a corresponding growth in adult education services at the local level. The increasing numbers of applicants for the high school equivalency tests and diplomas issued supports the need to upgrade the data collection system for that part of the unit.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$31,679	-	-
Federal	-	-	-
Other	-	-	-
Total	$31,679	-	-

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Bureau of Community and Adult Education
Adult Vocational Education Unit

I. Description of Program Activities

The Adult Vocational Education Unit (AVEU) is responsible for program approval of private occupational schools (POS) and the Veterans Education Section's (VES) approval of basic adult, secondary, and post-secondary programs in which 8,000 veterans and their eligible dependents are enrolled.

The licensing of POS involves a considerable amount of program monitoring and evaluation as required by Sections 10-7a through 10-7l of Connecticut General Statutes and Regulations of State Agencies promulgated thereunder. Major activities of this program are reflected in the following: legislative review and changes, regulation review and implementation, student complaint investigation, reporting systems development, information dissemination, technical assistance, and oversight activities required by Sections 10-14i through 10-14l of Connecticut General Statutes and Regulations of State Agencies promulgated thereunder which involve the establishment and monitoring of the private occupational school default assurance fund. The POS section of AVEU is also responsible for approval and monitoring of driver education programs in both public and non-public secondary schools of this state.

The POS section is presently administered by two education consultants.

The veterans education section (VES of AVEU) is involved in the following activities: evaluation of applications from participating educational institutions for the approval of new or revised programs; yearly on-site visitations to each approved active institution plus all off-campus facilities to assure both the continuation of quality education and compliance with regulations of the Veterans Administration; establishing liaison with the Veterans Administration which includes the transmission of approvals, written reports of visitations and investigations, cooperative planning and action to assist schools in meeting the provisions of the law, maintaining a high level of assistance to the various publics through follow-up telephone contact and correspondence, participation in seminars and meetings with groups such as the Connecticut Association of Aviation Fixed Base Operators, Board of Higher Education, National Association of State Approving Agencies, and other groups having an interest in or responsibility for program activities, periodically revising and issuing to all interested individuals and organizations veterans education school and course directories and information sheets.

The VES section of AVEU is presently administered by three education consultants.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(IV)	19.7 - Renewal of approval for private occupational schools (POS).
	19.7 - Approval of new private occupational schools (POS).

19.7 - Monitoring and oversight of schools to assure compliance with statutory and regulatory requirements (POS).

(IV) 19.7 - Administer the Default Assurance Fund (POS).

(IV) 19.7 - Review and process applications for out-of-state school representative permits for private occupational schools (POS).

(IV) 19.7 - Refine record keeping system (POS).

(IV) 19.7 - Develop forms for compliance (POS).

(II) 19.7 - Annually approve public and non-public secondary schools for driver education programs as required by Section 10-24 through 10-24d of Connecticut General Statutes and Regulations of State Agencies (POS).

(IV) 19.7 - New schools and new courses will be reviewed for approval, older courses revised, and previously approved schools and courses updated (VES).

(IV) 19.7 - All approved schools will be assigned to staff; a calendar schedule of the required supervisory visitations will be set up, with provisions for additional referrals requiring inspections both from the Veterans Administration and from new schools making an initial application (VES).

(IV) 19.7 - Provide professional leadership and guidance to school authorities, veteran eligibles, local associations of schools; working cooperatively with vocational accrediting associations and the National Association of State Approving Agencies (VES).

(IV) 19.7 - To work with other related federal and state units such as the Federal Aviation Administration, Department of Health Services, the Bureau of Aeronautics (Connecticut State Department of Transportation) and the State Board of Higher Education (VES).

III. Evaluation

A. Status of Short-Term Objectives (POS)

(CP Code)	1978-79	1979-80	1980-81
19.7 - Renewal of approval for private occupational schools.	Achieved	Achieved	Achieved
19.7 - Approval of new private occupational schools.	Achieved	Achieved	Achieved

(CP Code)	1978-79	1979-80	1980-81
19.7 - Monitoring and oversight of schools to assure compliance with statutory and regulatory requirements.	Ongoing	Ongoing	Ongoing
19.7 - Administer the Default Assurance Fund.	Ongoing	Ongoing	Ongoing
19.7 - Review and process applications for out-of-state school representative permits for private occupational schools.	-	Achieved	Achieved
19.7 - Refine record keeping system.	Ongoing	Ongoing	Ongoing
19.7 - Develop forms for compliance and revised when necessary.	Initiated	Ongoing	Ongoing
- Annually approve secondary schools for driver education programs.	Ongoing	Ongoing	Ongoing
19.7 - New schools and new courses will be reviewed for approval, older courses revised, and previously approved schools and courses updated (VES).	Achieved	Achieved	Achieved
19.7 - Approved schools will be assigned to staff; a calendar setting up required supervisory visitations will be set up, with provisions for additional referrals requiring inspections both from the Veterans Administration and from new schoools making an initial application (VES).	Achieved	Achieved	Achieved
19.7 - Provide professional leadership and guidance to school authorities, veteran eligibles, local associations of schools; working cooperatively with vocational accrediting associations and the National Association of State Approving Agencies (VES).	Achieved	Achieved	Achieved
19.7 - Work with other related federal and state units such as the			

	1978-79	1979-80	1980-81
Federal Aviation Administration, Department of Health Services, the Bureau of Aeronautics (Connecticut State Department of Transportation) and the State Board of Higher Education (VES).	Achieved	Achieved	Achieved
B. Statistical Data			
19.7 - Number of renewals of private occupational school approvals.	64	66	56
19.7 - Number of new private occupational schools approved.	3	6	4
19.7 - Number of out-of-state agent permits issued.	-	15	31
- Number of secondary school driver education programs approved (VES).	252	241	217
- Approved schools assigned to staff.	301	305	299*
- Applications received and processed:			
a. For approval of course revisions.	221	261	224*
b. For approval of new courses.	34	32	32*
- Inspection, approval, and supervisory visits:			
a. Inspection visits exclusively for approval of course revisions.	5	8	2*
b. Inspection visits exclusively for approval of new courses.	11	11	7*
c. Supervisory visits.	154	245	163*
d. Visits made at the requests of the Veterans Administration.	54	22	12*

*Estimate - based on Federal year ending September 30th.

	1978-79	1979-80	1980-81
- Schools with deficiencies found by or referred to staff:	128	102	32*
a. Deficiencies corrected.	114	99	27*
b. Schools suspended or disapproved.	14	3	5*

C. Interpretation

It should be noted that many of the unit activities are mandated either by state law or regulation or federal law or regulation. To a great degree this has impacted upon the types of activities which consume staff time. It should also be recognized that "achieved" is used to identify accomplishments that were completed within the limits of available staff time. Additional staff is needed in the AVEU to provide necessary program and school monitoring and oversight activities and to assure that all mandated requirements are met.

The number of private occupational schools renewals dropped slightly in 1980-81, but renewal activities are much more involved due to Statute and Regulation changes necessitating much more staff coordinating and participatory time.

The Veterans Education Section staff has been reduced in 1980-81 which has resulted in significant difficulty in the section meeting its required responsibilities.

Driver education approval and monitoring activities have become very involved in 1980-81. Regulations are in the process of revision, and court action has been taken by the private driving schools accusing the Department of, among other things, insufficient program monitoring.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$168,321	$1,026,500	$ 3,940
Federal	52,630	1,311,011	14,481
Other	-	-	8,396
Total	$220,951	$2,337,511	$26,817

*Estimate - based on Federal year ending September 30th.

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Bureau of Vocational Program Planning and Development

I. Bureau Organization

The Bureau of Vocational Program Planning and Development's general mission is to insure that Connecticut educators and citizens will have the information needed to plan, direct and operate vocational education programs with the public education agencies of the state. This information will come in the form of: long range and annual plans for educational equity and improvement of vocational education, research findings, vocational curriculum development materials, evaluations of pre-service and in-service professional development projects, reports and analysis of current and anticipated enrollments (youth and adults served) and evaluations of exemplary projects. The bureau oversees initiatives for the improvement of vocational programs and sex equity, including supportive services and programs for displaced homemakers.

The bureau is comprised of three units: Program Planning and Development, Information Systems and Sex Equity.

The Program Planning and Development Unit has responsibility for the biennial revision of Connecticut's Master Plan for Vocational, Career and Adult Education, preparation of the annual plan and accountability report for the administration of vocational education programs (Vocational Education Act P.L. 94-482). Developmental initiatives include the administration of a range of grant programs for the improvement of vocational education-research and exemplary curriculum and professional development projects.

The Information Systems Unit is responsible for the improvement and availability of data to assist in the evaluation of vocational education programs. Information available includes employment opportunities projections, and enrollment status of graduates and teachers.

The Sex Equity Unit is responsible for providing assistance to vocational education agencies in overcoming occupational and sex role stereotyping and increasing opportunities for females and males in non-traditional occupational education. Grant programs include support services for women training in technical careers, grants to eliminate sex biases and programs for Displaced Homemakers.

II. Bureau Summary

During 1980-81, the Bureau completed leadership initiatives in fulfillment of Comprehensive Plan goals and strategies. "The Connecticut Plan for Vocational, Career and Adult Education, 1981 - An Agenda for Action" was adopted by the State Board. This 1981 Master Plan also included a "Guide for the 1980's", which presented an analysis of the dynamics of the Connecticut economy for planning vocational programs. (Action Strategies 1.3, 2.3, 16.1)

Major progress was made in the implementation of a comprehensive vocational education data system. A data-based computer system was piloted, and a research study was completed which identified two alternatives for collecting data from employers on their perceptions of vocational program graduates (Action Strategies 21.7, 18.3, 3.3).

Innovative programs were identified and funded which were successful in preparing women, minorities, handicapped students and those with limited English proficiency to complete vocational and technical training. A major expansion of vocational programs serving adult women was accomplished through the establishment of ten (10) programs for displaced homemakers. (Action Strategies 13.8, 13.6, 15.6)

Over 830 vocational education personnel participated in in-service workshops, institutes or conference during 1980-81. The bureau co-sponsored statewide and regional leadership/training activities including: 11 regional symposiums for the 1981 Master Plan, and statewide symposiums on 1) critical issues in education for employment, 2) vocational education program inprovement, and 3) linkages between vocational education in local school systems and Comprehensive Employment Training Act (CETA) programs. (Action Strategies 14.3, 14.9, 14.10)

Comprehensive Plan strategy 3.5 was completed through the provision of funds to support the Career Information Delivery System.

Other Bureau accomplishments were:

1. The State Board adopted the Annual Plan (P.L. 94-482) for 1981-82 and the 1979-80 Accountability Report on the Administration of the Vocational Education Act.
2. Research studies were completed which identified curriculum resources for vocational program development, and assessed needs for in-service programs of professional development for vocational educators.
3. Twenty five (25) vocational program inprovement projects were funded, supporting research, curriculum design and exemplary vocational programs.
4. The annual vocational education Graduate Follow-Up survey included collection of racial/ethnic characteristics of students for the first time.
5. Connecticut educators received information on the 'current status' and 'best practices' in vocational education through the distribution of the following Bureau publications:
   - **Vocational/Career Guide for Connecticut - A Directory of Vocational Education and Training Programs - Revised 1981.**
   - **Inventory - Vocational-Technical Career Program Offerings in Connecticut - 1981.**
   - **Critical Issues in Education and Employment Training.**
   - **1979-81 Vocational Education Improvement Projects.**
   - **Nontraditional Jobs for Women - A Resource Guide for Connecticut Women and Career Counselors.**

III. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$ 33,808*	-	$23,644
Federal	$251,763	$887,958	$61,193
Other	-	-	-
Total	$285,571	$887,958	$84,837

*Includes the Office of the Bureau Chief.

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Bureau of Vocational Program Planning and Development
Program Planning and Development Unit

I. Description of Program Activities

Among the responsibilities of the Program Planning and Development unit is the biennial revision of Connecticut's Master Plan for Vocational, Career and Adult Education, "An Agenda for Action" which addresses Comprehensive Plan strategy 1.3. Also relevant to the Comprehensive Plan is the preparation of the annual plan and accountability report for the adminstration of vocational programs under P.L. 94-482, the Vocational Education Act (Action Strategies 3.5 and 21.7).

The unit funds and administers research, exemplary and curriculum development projects which are designed to improve the comprehensive delivery of vocational programs, and to increase participation in vocational training programs by special needs populations (Action Strategies 13.8, 13.9 and 15.6). The unit disseminates information about sucessful vocational education practices both statewide and nationally (Action Strategy 15.6).

The professional development initiatives are concerned with improving the qualifications of vocational educators through inservice, preservice, and professional certifcation programs. Activities undertaken in professional development are directly related to the State's Comprehensive Plan for Elementary and Secondary Education: coordinate staff development programs within the Department (Action Strategy 14.3), assist with revising procedures and standards for approving teacher preparation programs (14.5); and increase leadership training for key vocational program administrators (14.9).

II. Short-Term Objectives

(Goal)	(CP Code)
(IV)	1.3 - Participate in the development of the 1981 Master Plan.
(I)	3.5 - Allocate funds in the FY 1981 Vocational Education State Plan to support the SOICC statewide Career Information Delivery System.
(I, II)	13.8 - Fund and administer vocational education programs for special
(I, II)	13.9 - needs groups. Disseminate information about such programs.
(III)	14.3 - Assist in the coordination of staff development programs within the Department.
(III)	14.5 - Ensure relevance and excellence in preservice education, and attract the candidates to the teaching profession.
(I, II)	14.9 - Increase leadership training and provide a forum for dialogue between key vocational educators and CETA program administrators so as to address the employment needs of youths and adults.

(I, II) 15.3 - Evaluate vocational education curriculum resources in the state and the curriculum needs of Connecticut vocational teachers so as to develop a statewide network of vocational resources.

(I, II) 15.6 - Develop and disseminate information about model programs and practices in order to encourage adoption of such exemplary techniques, especially as they relate to ensuring equal access to educational opportunities and employment by members of special needs groups.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
1.3 - Participation in Master Plan Revised.	Achieved	-	Achieved
3.5 - Allocate State Plan funds for Career Information Delivery System.	Achieved	Achieved	Achieved
13.8 - Fund and Administer Vocational 13.9 - Education Programs. Disseminate information.	Achieved	Achieved	Achieved
14.3 - Coordinate Department staff development programs.	-	-	Achieved
14.5 - Facilitate revisions of teacher preparation procedures and standards.	Achieved	Achieved	Achieved
14.9 - Assist in increasing leadership training opportunities and provide a forum for CETA and vocational education personnel.	-	-	Achieved

B. Statistical Data

1.3 Master Plan Advisory Group Meetings	10	-	8
3.5 - State Plan Committee Meetings.	6	7	8
State Plan pubilic hearings.	2	2	2
13.8 - Fund and administer vocational 13.9 - education programs.	18	20	25

(CP Code)	1978-79	1979-80	1980-81
14.3 - Number of teachers prepared for employment.	130	138	134
14.3 - Major inservice workshops, institutes or conferences (one day or more).	18	22	18
14.3 - Voc. ed. professional personnel participating in the inservice program.	1,130	1,173	835
14.9 - Provide a forum for CETA and vocational education meetings.	-	-	6
15.3 - Evaluate curriculum resources and teacher needs.	-	-	2
15.6 - Develop model special needs programs.	-	-	9

C. Interpretation

The biennial revision of the Master Plan was completed under the direction of a 31-member policy advisory group representing a broad range of organizations and agencies concerned with employment and training. The Career Information Delivery System developed by SOICC has increased LEA access by 50 percent, and has been expanded to include 7 vocational technical schools, 4 community colleges, 1 adult education center and a women's correctional institution.

In 1980-81, the Vocational Improvement unit identified state program curriculum and research needs which would address national and state priorities. Two "Request for Proposals" (RFP) manuals were published and disseminated during the year. Fifty proposals were submitted in response to the RFPs and a total of 25 projects received contract awards, of which 9 were exemplary programs addressing the specific interests of special needs populations.

The unit was also responsible for coordinating 14 inter-agency and intra-agency meetings which included: 6 CETA/LEA linkage meetings, 6 meetings on adult education, and a conference to disseminate information about the unit's exemplary programs.

In 1980-81, leadership opportunities in vocational education were provided through preservice instruction courses and internships, and inservice workshops and seminars. Procedures for requesting funds and reporting on professional development activities have been updated. Nineteen (19) interns were provided leadership development opportunities during the year, 835 vocational educators received training, and 20 programs of professional development were offered. General information was also provided on certification processes for vocational educators.

IV. Resources

SOURCE	DISTRIBUTION Total Personnel	Grants	Other Expenses
State	-	-	$14,981
Federal	$125,898	$707,529	25,496
Other	-	-	-
Total	$125,898	$707,529	$40,477

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Bureau of Vocational Program Planning and Development
Data and Information Systems Unit

I. Description of Program Activities

The Data and Information Systems Unit is responsible for the collection, processing, analysis and reporting of data on federally-assisted vocational education programs. A computerized data system is maintained to provide statistical and financial information necessary to evaluate the quality and effectiveness of vocational education programs and to plan for future needs. Meetings are held with representatives of the other bureaus of the Division of Vocational and Adult Education and LEA administrators to modify and improve data collection methods and instruments to meet the needs of the Division of Vocational and Adult Education and the requirements of the Vocational Education Data System.

Two major surveys are conducted (1) The End of the Year Enrollment Survey, and (2) The Follow-Up of Program Completers and Leavers (Action Strategy 18.3). Two additional surveys are conducted for the Vocational Technical Schools: (1) The Fall Enrollment Survey, and (2) The Vocational-Technical School Student Admission Survey. Th data from these surveys are collected and compiled through the Connecticut Vocational Education Information System. The Unit is currently pursuing acquisition of a Data Base Management System to assist in data collection, analysis and reporting, and with a longer-range goal of direct data transmission from the schools to the State Department of Education. (Action Strategy 21.7)

The results of data collection activities and information on the state and regional economies and job opportunites (Action Strategy 2.3) are analyzed and graphically presented in a series of publications and disseminated to State Department of Education staff, educators, agency officials, and local administrators to assist in evaluating, planning, improving and maintaining the quality of vocational education in Connecticut. Data required under P.L. 94-482 are reported annually to the National Center for Education Statistics.

Workshops are conducted with the cooperation of the Division of Vocational-Technical Schools and the Bureau of Vocational Services to assist local administrators in the completion of the vocational education reports and the use of the data.

II. Short-Term Objectives

(Goal)	(CP Code)	
(IV)	1.3	Provide an analysis of the dynamics of the Connecticut economy for the Connecticut Master Plan for Vocational and Career Education.
(IV)	2.3	Analyze reports from the State and National Occupational Information Coordinating Committees, the State Deparment of Labor and Business and Industry, and report annually on current and projected employment opportunities in the New England region.

(IV) 18.3 - Collect, analyze and publish follow-up data on vocational education program completers.

(IV) 21.7 - Complete a comprehensive vocational education data system.
A.1 Collect, publish and report data on federally-assisted vocational program enrollments and admissions to vocational-technical schools for use in planning.
A.2 To improve and standardize data collection instruments, definitions and procedures to comply with the requirements of the Vocational Education Data System (P.L. 94-482).
A.3 To provide technical assistance to local agency personnel in the completion and interpretation of vocational education data through workshops and advisory committees, publications of a comprehensive glossary of terms and instructional codes for the completion of vocational education reports.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
1.3 - Provide an analysis of the Connecticut economy.	-	-	Achieved
2.3 - Analyze reports, report on employment opportunities.	-	-	Achieved
18.3 - Collect, analyze and publish follow-up data.	Achieved	Achieved	Achieved
21.7 - Complete a comprehensive vocational education data system.	Ongoing	Ongoing	Ongoing
A.1 - Collect, publish and report data on vocational education.	Achieved	Achieved	Achieved
A.2 - Pilot Employer follow-Up	-	-	Achieved
- Revised enrollment to include racial/ethnic designation.	Achieved	Achieved	Achieved
- Revised graduate follow-up to include racial/ethnic designation.	-	-	Achieved
A.3 - Publish glossary of terms and U.S.O.E. codes.	Achieved	Achieved	Achieved
- Provide technical assistance to LEA personnel on data collection.	Achieved	Achieved	Achieved

B. Statistical Data	**1978-79**	**1979-80**	**1980-81**
1.3 - Connecticut economic analysis	-	-	Completed
2.3 - Analyze reports, report on employment opportunities.	-	-	Ongoing
18.3 - Annual surveys conducted.	4	4	5
A.1 - Publications of research reports.	12	14	7
A.3 - Workshops conducted.	4	7	5
21.7 - Complete comprehensive vocational education data system.	Ongoing	Ongoing	Ongoing

C. Interpretation

Many activities of the Data and Information Unit are related to ongoing data collection, analysis, processing and processing-system development and enhancement. Significant progress is currently being made in upgrading our present processing system in the Unit's current efforts in pursuing acquisition of a data base managment system to aid in streamlining data collection and processing activities, and facilitate more in-depth analysis and reporting.

IV. Resources

SOURCE	DISTRIBUTION Total Personnel	Grants	Other Expenses
State	-	-	$ 4,100
Federal	$55,201	-	16,549
Other	-	-	-
Total	$55,201	-	$20,649

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Bureau of Vocational Program Planning and Development
Sex Equity in Vocational Education Unit

I. Description of Program Activities

Continued attention to specific methods of overcoming vocational sex role stereotyping as mandated by P.L. 94-482 has led the Sex Equity Unit to extend its activities in secondary vocational programs in the LEA's, to increase non-traditional training programs developed for previously underserved adult female populations and has also allowed more cooperative planning and programming between the Division of Vocational and Adult Education, the Division of Regional Vocational Technical Schools, Community Colleges and other state agencies responsible for employment and training programs for adults. Improved communication with educational personnel concerned with sex equity issues through increased in-service training and the development of resource materials distributed widely through secondary schools, community agencies and community colleges fosters an increase in enrollment of youth and adults in vocational programs non-traditional to their sex.

As a result of increased commitment of sex equity funds through the State Plan for Vocational Education, the Sex Equity Unit is assisting cooperating LEA's, RVTS, Community Colleges, community agencies and Regional Education Service Centers in providing in-service training to teachers, counselors, administrators, and parents as well as increasing the opportunity of students to gain information on the world of work and their expanded opportunity for career preparation through sex-fair vocational programs.

Competitive grant programs developed in response to the expressed need of vocational personnel has allowed the unit to increase equity initiatives in 3 ways: (1) by increasing the participation of adult women in technical and trade training programs through increased recruitment and the provision of support services and increased training programs for displaced homemakers; (2) through the provision of increased in-service training in sex equity for school personnel at both the secondary and adult levels; and (3) through the initiation of non-traditional trade training and support services for incarcerated women at Niantic Correctional Center.

II. Short-Term Objectives

(Goal)	(CP Code)	
(I)	1.3 -	Provide technical assistance and information for the 1981 Master Plan for Vocational Education.
(I)	10.1 -	Assist in the development of the methods of administration of Civil Rights Guidelines for non-discrimination of vocational education and in their implementation.
(I)	13.6 - 13.7 - 13.8 - 13.10 -	Increase cooperation among educational institutions (secondary and post secondary), state agencies and community organizations in developing model occupational training programs and support services for adult women (particularly displaced homemakers).

(I) 14.11 - Encourage increases in the number of women in vocational leadership positions through disseminated information regarding their present status and recommendations for future methods of recruitment.

(I) 15.3 - Provide increased educational resources through regional education service centers for sex equity initiatives in the LEA's.

(I) 15.6 - Provide in-service training, public information and short term awareness programs on successful participation of women in non-traditional vocational training programs.

(I) 15.6 - Develop new non-traditional training programs for displaced homemakers.

(I) 17.4 - Develop and disseminate information to assist educators, program planners, industry and the general public in reducing sex bias and break sex stereotypical practices in school, community and work.

(I) 18.3 - Analyze and publish "follow-up" data on vocational graduates and evaluate vocational program progress in breaking sex-role stereotyping as determined from female/male work force participation.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
1.3 - Assistance to Master Plan development.	-	-	Achieved
10.1 - Assist in Methods of Administration.	-	Initiated	Ongoing
13.6 - Increase cooperation among 13.7 - Educational and community 13.9 - agencies in developing model occupational training programs.	-	Initiated	Ongoing
14.11 - Disseminate information on position of women in vocational administration.	-	-	Achieved
15.3 - Provide increased educational resources and materials.	-	Initiated	Achieved
15.6 - a. Provide in-service training and equity awareness programs.	-	Ongoing	Ongoing

(CP Code)	1978-79	1979-80	1980-81
b. Develop new non-traditional training programs for Displaced Homemakers.	-	Initiated	Achieved
17.4 - Publish information to assist schools, industry and community to break sex stereotypical practices.	-		Achieved
18.3 - Analyze and publish follow-up data.	-	Achieved	Achieved

B. Statistical Data

10.1 - Assistance with MOA/Civil Rights Guic' ''	-	8 meetings	2 meetings 4 on-site visits
13.6 - Programs established for Dis- 13.7 - placed Homemakers and 13.8 - Women seeking Technical Careers (Support Services).	-	Initiated	10 Displaced Hmkr. programs 9 support srvcs. programs 1 Correctional program 16 on-site visits
13.10 - Cooperate in development of Task Force on Education and Employment of Hispanic Women.	-	-	5 meetings
15.3 - Expand resource material available to LEA's and RESC's.	-	4 workshops	6 workshops 2 handbooks
15.6 - In-service training toward fuller access to all programs for females and males.		10 workshops	24 workshops 24 conferences 15 LEA programs
17.4 - Establish stronger links with education, industry and community	-	5 workshops 1 conference	9 meetings 1 conference

C. Interpretation

All activities of Sex Equity Unit are designed to increase access of young and adult females and males to the full range of vocational and career options available and to eliminate the sex stereotypical patterns of vocational choices which have limited development of personal talents and interest in career preparation.

IV. Resources

SOURCE	DISTRIBUTION Total Personnel	Grants	Other Expenses
State	-	-	-
Federal	$57,127	$180,429	$8,950
Other	-	-	-
Total	$57,127	$180,429	$8,950

DIVISION OF VOCATIONAL AND ADULT EDUCATION

Bureau of Vocational Services

I. Bureau Organization

The Bureau is comprised of three units: Program Evaluation and Approval, Curriculum and Staff Development, and Vocational Student Organizations.

The Program Evaluation Unit is responsible for the evaluation of vocational programs as offered in Local Education Agencies (LEA's), Institutions, and State operated facilities, the offering of technical assistance and approval of grant applications, annual plans, contracts and vocational education special projects.

The Curriculum and Staff Development Unit is responsible for the conduct of curriculum workshops, development of curriculum guidelines and the offering of technical assistance in vocational program areas to Local Education Agencies and Other Eligible Recipients (OER's).

The Vocational Student Organization Unit supervises students participating in State, Regional, and National activities, provides in-service programs for local and State advisors and officers and provides technical assistance to LEAs and OERs.

II. Bureau Summary

Bureau accomplishments relate to goals as stated in the Connecticut Master Plan for Vocational Education and Career Education and in the Comprehensive Plan for Elementary and Secondary Education.

Grants made to LEA's and OER's increased by more than 100 over the previous year. Development of new programs were encouraged and 20 proprietary school programs were reviewed and approved. An increase in the number of approved remedial and Industrial Arts programs was noted. Four new Trade and Industrial programs were established at the Niantic Correctional Facility in non-traditional occupations and three new programs are being initiated at the Federal Correctional Institution, Danbury.

Workshops were provided to LEA's and OER's to assure quality vocational programs. In-service programs and leadership training sessions were offered in cooperation with other agencies, educational resource centers, and higher education. Dissemination of current informaton to LEA's and OER's was continued.

Evaluations were organized and conducted in 20% of the LEA's. In addition, five proprietary schools were evaluated. Evaluation forms and procedures were refined.

Bureau members were included in the development of curriculum guides, and the publishing of A Guide to Curriculum Development in Vocational Education. Technical assistance was continued for instructional and professional staff in 157 LEA's and agencies.

Other bureau accomplishments were:

1. Town Coordinator assignments were revised based on Labor Market and Area Resource Center locations.

2. Disadvantaged, Handicapped, Guidance, and Consumer Home Economics program guidelines were developed so that programs could be placed on a competitive approval basis.

3. Grant payment processing was transferred to the Bureau of Grants Processing.

4. The Federal Program and Financial Audit (MERC) was completed and BVS policies and procedures were found to be in good order.

5. A significant increase in the number of VSO workshops and conferences was realized on the local, state, and National levels.

6. VSO sessions with representatives of the business and industrial sector increased dramatically.

7. In Industrial Arts, a summer course on solar power was presented.

8. A special summer Marketing & Distribution Education teaching program was offered at CCSC, in response to a serious shortage.

9. At the post secondary level, conferences for instructors and professionals in Child Care and Health were held.

10. The annual Expenditure Analysis booklet was published and disseminated.

11. A series of workshops throughout the state on Microcomputers in Business Education were offered.

12. Consumer Home Economics issued a final report on a 3-year peer education project, **A Child is Forever.**

13. Workshops were conducted to modify vocational materials to serve special needs students.

14. Guidance improvement projects reached counselors and teachers statewide in over 20 in-service and workshop programs.

15. **Health-Related Careers in Connecticut,** a Health publication, was issued.

16. A cooperative Work Education/Diversified Occupations, **CWE/DO General Related Curriculum,** was developed and disseminated.

17. A **Suggested Curriculum for Connecticut Vocational Agriculture** was developed and printed.

III. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	$174,239	-	$ 19,839
Federal	693,762	$4,864,042	120,298
Other	-	-	-
Totals	$868,001*	$4,864,042	$140,137

*Includes the Office of the Bureau Chief

DIVISION OF VOCATIONAL & ADULT EDUCATION
Bureau of Vocational Services
Vocational Student Organizations Unit

I. Description of Program Activities

Since their inception, the mission of Vocational Student Organizations has been to enrich and improve the effectiveness of the vocational preparation program. As an integral component of a vocational education program, Vocational Student Organizations have increased with program expansion.

The Vocational Student Organizations (VSO) Unit is responsible for the coordination of numerous activites related to the operation of six Vocational Student Organizations and the over-all guiding element, the Connecticut Council of Vocational Student Organizations (CCVSO).

The six VSOs are:

- American Industrial Arts Student Association (AIASA)
- Distributive Education Clubs of America (DECA)
- Future Business Leaders of America (FBLA)
- Future Farmers of America (FFA)
- Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)
- Vocational Industrial Clubs of America (VICA)

The VSO Unit provides technical assistance through pre-service and in-service activities to LEA vocational instructors and OER professional staff. Annual seminars and conferences are implemented by the VSO Unit professional staff to assist young adults in the following areas:

(1) Develop vocational competencies
(2) Encourage a sense of civic responsibility
(3) Instill leadership capabilities in work, at home and the community
(4) To create enthusiasm for learning
(5) To foster a deep feeling of the civic, social and moral responsibilities of business to society

VSO Unit professional staff establish and maintain working relationships with members of the business and industrial community, in the stride for maintaining relevant and up-to-date instruction in vocational education programs in LEA's and OER's.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(II)	10.1 - Continue technical assistance for LEA and OER instructional and professional staff through in-service workshops and information dissemination.

(II) 10.6 - Increase the number, variety and availability of vocational student programs.

(III) 14.9 - Sponsor leadership training for vocational student organization advisors and students through a series of conferences and workshops.

(I) 17.4 - Establish stronger communication links, through information sharing and identification of common interests with the general public, labor, industry and business organizations, civic and charitable institutions.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
10.1 - Continue technical assistance through in-service workshops and information dissemination.	Achieved	Achieved	Achieved
10.6 - Increase the number of Vocational Student Organizations.	Achieved	In Progress	In Progress
14.9 - Sponsor a series of Conferences and Workshops.	Achieved	Achieved	Achieved
17.4 - Establish communication links through information sharing.	Initiated	In Progress	Achieved
B. Statistical Data			
10.1 - Number of in-service workshops.	13	18	18
10.6 - Number of Vocational Student Organizations.	252	250	256
14.9 - Number of Conferences and Workshops.	30	46	49
17.4 - Number of sessions with industry and business organizations.	6	17	18

C. Interpretation

By reviewing the statistical data reported above, it is noted that many of the unit's activities have been initiated prior to the 1978-79 fiscal year. Between the years 1978-81, the number of in-service workshops sponsored by the VSO unit increased by 38.5%. In addition, our number of conferences and workshops increased by 63.3%.

In an effort to establish stronger links with the business and industrial sector of our state and the eleemosynary institutions, our sessions with representatives from these organizations increased by 185%. Preliminary reports indicate that a continuation of our success in meeting these goals is expected.

The Connecticut Council of Vocational Student Organizations has three members from each VSO seated on its executive board. The council met four times this year and planned an over-all calendar of events to avoid duplication of effort by VSO's at the state level.

In addition, the council planned a seminar for the members of all VSO's. With 400 members participating, this seminar stressed the importance of working cooperatively on the local level. The council has sponsored a most successful Legislative Brunch with 18 members of the legislature, State Board of Education members, and other guests, meeting to discuss the activities and needs of vocational students.

Numerous activities sponsored by VSO's occurred on the local and district level. These ranged from leadership activities to the sponsoring of charitable drives. A most successful Super Dance was sponsored by Ridgefield High School's Vocational students and resulted in over $20,000 being raised for the Muscular Dystrophy Association.

On the National level, an abundance of success stories can be related about Connecticut's vocational students. Three students are presently serving as National officers. Twelve have succeeded in obtaining first place awards in their respective occupational areas. The desire, motivation and inspiration of these students are instrumental in the overall success of our VSO Unit.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	$ 1,632
Federal	$191,090	-	31,640
Other	-	-	-
Totals	$191,090	-	$33,272

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Bureau of Vocational Services
Program Evaluation and Approval Unit

I. Description of Program Activities

The Program Evaluation and Approval Unit provides technical assistance to all LEA's, agencies, institutions, contractors, etc., who receive vocational entitlements under P.L. 94-482 and the State Plan for Vocational and Adult Education. Technical assistance is provided in the development of the annual plan, grant application proposals, state and federal contracts, collaborative programs, mini-grants, and other special vocational education projects. LEA's, etc., submit completed documents to the Bureau of Vocational Services. The Program Evaluation and Approval Unit logs, reviews, and approves documents based on federal and state rules, regulation; and guidelines. Once approval is given, monies are released to the LEA's, etc., for the operation of the approved vocational programs.

The Program Evaluation and Approval Unit is concerned with the quality of the vocational education programs approved, funded, and operating. In an effort to insure quality, the Program Evaluation and Approval Unit evaluates on a regularly scheduled basis 20% of all programs approved. The Unit provides LEA's, contractors, etc., with a self-evaluation document which is completed by the program area and returned to the BVS. The Program Evaluation and Approval Unit then conducts an on-site visit to review the self-evaluation and gains first-hand knowledge concerning the various vocational education programs. Based on the self-evaluation and the on-site visit, the Program Evaluation and Approval Unit prepares a narrative report outlining strengths and recommendations for quality improvement. These reports are reviewed with the LEA, etc. LEA's indicate their progress concerning recommendations as a part of the follow-up activities of the Unit.

II. Short-Term Objectives

(Goal Ref.) **(CP Code)**

(IV) 19.10 - Organize and conduct evaluations of 20% of the Vocational Education programs to improve educational opportunities for each student.

A1 - Prepare detailed narrative reports outlining strengths and recommendations for the improvement of programs based on the evaluation.

A2 - Coordinate evaluation efforts with Bureau of Research Planning and Evaluation.

A3 - Evaluate proprietory school programs.

A4 - Cooperate with the evaluation of LEA's by the NEASC.

A5 - Provide technical assistance to LEA's to develop quality program proposals.

A6 - Expedite the approval of program proposals.

A7 - Encourage development of new vocational education programs.

A8 - Review and approve proprietary school programs.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
19.10 - Organize and conduct evaluations of 20% of the Vocational Educational Opportunities for each student.	Achieved	Achieved	Achieved
A1 - Prepare detailed narrative reports outlining strengths and recommendations for the improvement of programs based on the evaluation.	Achieved	Achieved	Achieved
A2 - Coordinate evaluation efforts with Bureau of Research, Planning & Evaluation.	-	Initiated	In Progress
A3 - Evaluate proprietary school programs.	Achieved	Achieved	Achieved
A4 - Cooperate with the evaluation of LEA's by the NEASC.	Achieved	Achieved	Achieved
A5 - Provide technical assistance to LEA's to develop quality program proposals.	Achieved	Achieved	Achieved
A6 - Expedite the approval of program proposals.	Achieved	Achieved	Achieved
A7 - Encourage development of new vocational education programs.	Achieved	Achieved	Achieved
A8 - Review and approve proprietary school programs.	Achieved	Achieved	Achieved

B. Statistical Data

19.10 - LEA's and agencies were selected and evaluated.	20	20	20

(CP Code)	1978-79	1979-80	1980-81
A1 - Narrative reports were prepared.	20	20	20
A2 - A meeting was held.	-	1	1
A3 - Propietary school were evaluated.	5	5	5
A4 - Consultants participated in NEASC evaluation.	6	6	6
A5 - Consultants provided technical assistance to LEA's and agencies.	157	157	157
A6 - Consultants approved program proposals.	1,250	1,265	1,285
A7 - Consultants encouraged the development of new programs.	15	20	40
A8 - Consultants reviewed and approved proprietary school programs.	20	20	20

C. Interpretation

The Program Evaluation & Approval Unit accomplished all of the goals set for 1980-81. The procedures followed to set up and complete the evaluation process are working extremely well as indicated by the Program Evaluation & Approval Unit's completion of the goals for the Evaluation Component. The commitment by the Program Evaluation & Approval Unit to work with LEA's and other agencies is evidenced by the number of BVS consultants who provided assistance and the number of LEA's and agencies who have received assistance. The Program Evaluation & Approval Unit's willingness to work with other Bureaus and Divisions is evidenced by the achievement of the goals concerning proprietary schools and articulation with the Bureau of Research, Planning and Evaluation in the Division of Educational Administration.

Members of the Program Evaluation & Approval Unit participated in the streamlining of the proposal and evaluation forms and procedures. This will enable the Bureau to better serve LEA's and agencies.

In addition, the Program Evaluation & Program Unit developed new approaches to developing programs in the LEA's and agencies. Competitve grants were offered in Vocational Guidance - 14 were approved. Guidelines for competitive grants for handicapped and disadvantaged programs were developed. Twenty-four mini grants were offered in Consumer Home Economics. These were well received and many LEA's and agencies prepared and submitted proposals.

The Federal Program and Financial Audit (MERC) was completed during 1980-81. The auditors found the procedures and policies of the BVS to be in compliance and in many areas outstanding. Suggestions made by the program and financial auditors have been incorporated into the Program Evaluation & Approval Unit process.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	$ 2,676
Federal	$254,020	$1,873,208	31,640
Other	-	-	-
Totals	$254,020	$1,873,208	$34,316

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Bureau of Vocational Services
Curriculum and Staff Development Unit

I. Description of Program Activities

The Curriculum and Staff Development Unit is responsible for development, updating and dissemination of vocational curriculum and guidelines for quality vocational programs in Connecticut schools.

The unit coordinates and conducts inservice/professional improvement activities for Local Education Agencies (LEA's) and Other Eligible Recipients (OERs) professional staff. Informational mailings on curriculum and teaching techniques addressing needs of business and industry are coordinated through the Unit.

The CSDU reviews special vocational grants and projects generated within other Divisions of the Department of Education (Exemplary, Research, ESEA, RESC, etc.). The Curriculum and Staff Development Unit provides technical assistance to LEAs and OERs via consultants in the following vocational program areas: Business Office Education, Consumer Home Economics, Diversified Occupations, Health Occupations, Industrial Arts, Marketing and Distributive Education, Occupational Home Economics, Trade and Industrial Education, Vocational Agriculture Education, and Vocational Guidance. Special populations in vocational programs receiving technical assistance include handicapped, disadvantaged, post-secondary, out-of-school youth, adults, minorities, and women. Consultants of the Bureau of Vocational Services provide technical assistance on laws pertaining to operation of vocational programs such as: Hazardous Occupations Placement (CGS-31-23), Targeted Job Tax Credit Programs, OSHA, etc.

Bureau of Vocational Services Consultants coordinated by the Curriculum and Staff Development Unit, work closely with professional and business associations as well as centers for higher education, to maintain quality instructional programs in vocational education in LEAs and OERs.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(II, III)	10.1 - Continue technical assistance for LEAs and OERs instructional and professional staff through in-service workshops and information dissemination.
(II)	10.2 - Publish Guide for Developing Vocational Education Curriculum in LEAs.
(II)	10.3 - Develop curriculum guides in vocational areas.
(III)	10.5 - Plan and conduct inservice programs for LEA vocational staff.
(II)	11.1 - Update and expand vocational guidelines for operation of quality programs.

(III) 14.3 - Provide workshops through coordination and communication with teacher-training institutions, school systems and professional organizations, to ensure quality vocational programs.

(II, III) 15.3 - Continue cooperation with other agencies and educational resource centers to provide dissemination of current information to LEAs and OERs staff.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
10.1 - Continue technical assistance for LEA's and OER's instructional and professional staff through inservice and information dissemination.	Achieved	Achieved	Achieved
10.2 - Publish Guide for Developing Vocational Education Curriculum in LEA's.	-	-	In Progress
10.3 - Developing curriculum guides in vocational areas.	Achieved	Achieved	Achieved
10.5 - Plan and conduct in-service programs for LEA vocational staff.	Achieved	Achieved	Achieved
11.1 - Update and expand vocational guidelines for operation of quality programs.	Achieved	-	In Progress
14.3 - Provide workshops in coordination with teacher - training institutions, LEAs and professional organizations.	Achieved	Achieved	Achieved
15.3 - Continue cooperation with other agencies to provide dissemination of information to LEAs and OERs staff.	Achieved	Achieved	Achieved

B. Statistical Data

10.1 - Technical assistance through workshops and information dissemination.	37	21	36 (workshops)
	7	13	26 (information pieces)

(CP Code)	1978-79	1979-80	1980-81
10.3 - Curriculum Guides.	7	18	20
10.5 - In-service Programs.	60	54	68
14.3 - Workshops in coordination with teacher-training institutions, LEAs and professional organizations.	10	14	42
15.3 - Cooperation with other agencies and educational resource centers.	5	6	16

C. Interpretation

Information above substantiates the increasing commitment of unit personnel and consultants of the Bureau of Vocational Services in providing services to LEAs and OERs for quality vocational programs through:

- technical assistance
- curriculum materials
- inservice
- inservice programs
- cooperation with teacher training institutions, other agencies and professional organizations.

In addition to the Guide for Curriculum Development in Vocational Education being developed in the Bureau of Vocational Services, two staff members have had major responsibility of development for two other Guides for the Department.

A number of bureau members were instrumental in development and passage of PL474, State Cooperative Tax Credit for cooperative work education program participants. This also involved working with State Regulations Review Committee in development of the Regulations.

During the year (December 79-January 80) staff worked to best of abilities to cover needs of LEA's with a vacancy in the consultant position of Cooperative Work Education/Diversified Occupations.

The following provide a sampling of accomplishments reflected by the statistical data by areas within the bureau:

Agriculture:
- developed and printed "Suggested Curriculum for Connecticut Vocational Agriculture".

Business Office Education:
- Series of workshops throughout state on Micro Computers in Business Education.

- Conducted Administrative Management Society - "Business Educator Workshop on Office Technology".

Consumer Home Economics:

- Initiated state-wide Consumer Home Economics Week in January 1981.
- Sponsored Student Photography Contest.
- Issued final report on three year peer education project - "A Child Is Forever".
- Funded twenty four (24) mini grants in LEA's.

Cooperative Work Education/Diversified Occupations:

- Developed and disseminated **CWE/DO General Related Curriculum**

Disadvantaged and Handicapped:

- Four workshops on modifying vocational materials to serve special needs students.

Guidance:

- Developed competitive grants for - Career/Vocational Guidance Improvement Projects (1980-81) and (1981-82).
- Funded nine (9) LEAs and OERs in Guidance Improvements Projects reaching counselors and teachers statewide in over twenty in-service and workshop programs.

Health Occupations:

- Issue of publication **Health - Related Careers in Connecticut**

Industrial Arts:

- Summer course on solar power, installation and techniques.
- Curriculum development - Safety
  Electricity - Electronics
  Plastics
  Power Technology

Marketing & Distributive Education:

- With shortage of instructors - established Summer 1980 teaching program at Central Connecticut State College leading to certification. Of 14 enrolled, 12 were placed in teaching positions in the Fall, 2 unavailable for employment.

Post Secondary:

- Cooperation with professional associations and other areas in Department of Education for joint conferences with instructors and professionals in child care and health.

Trade & Industrial:

- Ten new programs developed and operated throughout state.
- Four new programs established at Niantic Correctional Facilities in non-traditional occupations.
- Coordination with Education Unit and Prison Industries of U.S. Department of Justice in beginning three programs in Federal Correctional Institution, Danbury.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	$107,062	-	$ 1,725
Federal	231,847	2,990,834	29,383
Other	-	-	-
Totals	$338,909	$2,990,834	$31,108

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Bureau of Youth, Employment & Training Services

I. Bureau Organization

The Bureau is comprised of three units: Youth Employment Unit, Employment Training Unit, and Management Unit.

The Youth Employment Unit is responsible for administering CETA Title IV Youth Employment Training Program funds (YETP) and Vocational Education Act (VEA) funds targeted for urban youth. In addition, they assist Prime Sponsors in the monitoring of other youth program activities having educational components.

The Employment Training Unit is responsible for administering CETA Title IIB and Vocational Education Governors Special Grant funds in behalf of the States prime sponsors. They are responsible for making the necessary arrangements for setting up training programs to serve the unemployed and to provide related technical assistance, program monitoring and program evaluation.

The Management Unit is responsible for the financial management of all CETA, VEA and Trade Act funds administered through the Bureau.

II. Bureau Summary

During 1980-81 the Bureau staff spent considerable time in coordinating the implementation of new and expanded job training efforts in behalf of CETA Prime Sponsors. Included in that expansion were staff development activities, curriculum development and modification plus an expansion of evaluation activity. Each of the foregoing are related to the long-range objectives of the Division as they relate to the Comprehensive Plan for Elementary and Secondary Education. (Action Strategies 13.8, 14.9 & 19.10).

Other activities and accomplishments:

1. The Bureau organized and put in place a Life Skills program to assist the Balance of State Prime Sponsor with its effort to transition public service employees to unsubsidized employment.

2. Coordinated the establishment and operation of a "model" assessment component in New Britain for that jurisdiction with a view toward replication in 1981-82.

3. Arranged for the funding and conduct of the "Career Game" in six local districts for CETA eligible and the general school populations.

4. Arranged for and coordinated the implementation of a regionalization project pursuant to the recommendations of the State Council of Education for Employment. (#5)

5. Facilitated the participation of Prime Sponsors in bilingual Vocational Education programs operated in the Regional Vocational Technical Schools.

6. Developed procedures for accessing handicapped persons into the Balance of State Individual Referral program.

III. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	$10,000
Federal	$322,411	$5,012,108	69,051
Other	-	-	-
Total	$322,411	$5,012,108	$79,051

DIVISION OF VOCATIONAL AND ADULT EDUCATION
Bureau of Youth, Employment & Training Services
Youth Employment Unit

I. Description of Program Activities

The Youth Employment Unit is responsible for administering CETA Title IV Youth Employment Training Program (YETP) funds, Vocational Education Act (YEA) funds and coordinating monies or in-kind services provided by local CETA Prime Sponsors. These funds are linked to provide educational and employment training services for in and out-of-school participants in seven Urban Youth Programs. Each program is contracted with an urban board of education.

Activities undertaken this year relate to Comprehensive Plan strategies assigned to the Division of Vocational and Adult Education. The Youth Unit is fostering an increase in the number of school systems which offer academic credit for work experience. Members of the unit are engaged in disseminating information relating to this activity and actively pursuing the issue with appropriate school personnel. Unit members are also assisting with the effort relating to the increase in the number of programs available for CETA Youth and the increase of the participation of women, minorities and the handicapped in CETA Programs. (Action Strategies 10.8 and 13.6).

In addition, Youth Employment Unit staff personnel are assisting Prime Sponsors in monitoring other Title IV Youth Programs that have educational components. They review stated educational objectives and enrollment goals, and coduct evaluations and site visitations to assure conformance and adherence to regulations.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)	
(I)	10.8 -	Participant in the establishment of committees to report on recommendations for increasing the number of schools offering academic credit for work experience. Assist Prime Sponsors in increasing the number of programs available for CETA youth.
(I, II)	13.6 -	Develop procedures and goals for increasing the participation of women, minorities and the handicapped in youth program activity.
(IV)	19.10 -	Organize and conduct review and evaluations of youth programs.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
10.8 - Participate in the establishment of committees to report on recommendations for in-			

(CP Code)	1978-79	1979-80	1980-81
creasing number of schools offering academic credit for work experience.	-	-	In Progress
13.6 - Develop procedures and goals for increasing the participation of women, minorities and the handicapped in youth programs.	-	-	In Progress
19.10 - Organize and conduct reviews and evaluation of Youth programs.	-	Achieved	Achieved

B. Statistical Data

19.10 - Number of Youth Programs to be reviewed & evaluated.	-	58	58
19.10 - Number of Urban Youth programs to be reviewed and evaluated.	-	7	7
19.10 - Number of Prime Sponsors Youth Programs reviewed and evaluated.	-	-	24

C. Interpretation

As of this report 53% of the Youth Programs have been reviewed and written documents concerning educational activities have been submitted. The 7 Urban Youth Programs, managed by this Unit, have been formally evaluated by teams of Bureau Personnel. Written Evaluation reports resulted and suggestions for program improvement have been forwarded to appropriate LEA administrative staff.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	-
Federal	$69,339	$438,677	$9,902
Other	-	-	-
Total	$69,339	$438,677	$9,902

BUREAU OF VOCATIONAL AND ADULT EDUCATION
Bureau of Youth, Employment & Training Services
Training Services Unit

I. Description of Program Activities

The Training Services Unit is responsible for setting up training programs in behalf of Comprehensive Employment and Training Act Prime Sponsors. These programs include but are not limited to Adult Basic Education, English As A Second Language, Pre-Vocational Education, Skills Training (Machine, Welding, Automotive, Clerical, Data Processing, etc.) and Life Skills Education. The programs are operated by and through local education agencies, regional community colleges, regional vocational technical schools, community based organizations, private industry, proprietary schools and the state technical colleges.

The majority of activities under taken in the past year, while not directly related to the Comprehensive Plan and Master Plan strategies assigned to the Bureau of Youth, Employment and Training Services, do address the Goals for the State Board of Education. One is to arrange for a series of in-service workshops for instructors of English As A Second Language to improve their proficiency or incorporating vocationally oriented materials into their curriculum (Goal two and three). Another activity related to the Board goals was the development of a performance based pre-vocational education curriculum for utilization in CETA programs throughout the state. The program has implication for youth as well as adults. (Goal two) Consultants and other staff within the unit will coordinate and participate in the formal evaluation of four of the larger CETA classroom training programs during the year. This is in addition to weekly monitoring activities of all programs which address the managerial and programmatic aspects of each (Goal two and four).

The unit staff is also involved with developing stronger linkages between the private sector, schools, CETA prime sponsors, and other publics in serving the needs of the state's disadvantaged youth and adults. Initial efforts include the funding of linkage projects and involvement with Private Industry Councils established under Title VII of CETA. (Goals one, two and four).

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(I, II)	13.6 - Develop procedures with DVR and the Balance of State Prime Sponsor to accomodate the handicapped persons in the Individual Referral program.
(I, II)	13.8 - Develop a Pre-Vocational Exploratory Curriculum for utilization with CETA eligible youth and adults.
(II)	14.9 - Conduct a series of workshops and other in-service activities for instructors, supervisors, counselors and other CETA personnel.
(IV)	19.10 - Organize and conduct the evaluation of CETA classroom training programs.

(I, IV) A. Coordinate the development and implementation of agreements with OPM, Prime Sponsors and the Labor Department for the conduct of training programs throughout the state.

B. Participate in the deliberations of the Balance of State Private Industry Council and assist in the implementation of programs conducted in cooperation with the private sector.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
13.6 - Develop procedures with DVR and the Balance of State Prime Sponsor to accommodate the handicapped persons in the Individual Referral program.	-	-	Achieved
13.8 - Develop Pre-Vocational Exploratory Curriculum for utilization with CETA eligible youth & adults.	-	-	Achieved
14.9 - Conduct a series of workshops and other in-service activities for instructors, supervisors, counselors and other CETA personnel.	-	-	Achieved
19.10 - Organize and conduct the evaluation of CETA classroom training programs.	-	-	Achieved

B. Statistical Data

14.9 - Conduct workshops and other in-service activities.	-	-	6
19.10 - Arrange and conduct evaluation.	5	5	4
A. Coordinate conduct of training programs in behalf of other agencies.	*38	*38	*31
B. Participate and assist Private Industry Council in program implementation.	-	*8	*14

*Multiple sections of program offerings in each i.e., clerical, machine, automotive, English As A Second Language.

C. Interpretation

The information reported above is indicative of the continued reliance of Prime Sponsors upon the Division for the delivery of training services to Connecticut's citizens. All of the planning tasks were completed with documentation in evidence. Staff time devoted to developmental and technical assistance activities increased dramatically and resulted in greater program activity than anticipated.

The staff and curriculum development activities while limited in scope addressed the areas of perceived need with the limited resources available for our initial effort.

While not reflected in the statistical data, considerable staff effort as well as resources were committed to the activities of the State Council on Education for Employment.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	$10,000
Federal	$253,072	$4,573,431	59,149
Other	-	-	-
Totals	$253,072	$4,573,431	$69,149

DIVISION OF VOCATIONAL-TECHNICAL SCHOOLS

DIVISION OF VOCATIONAL-TECHNICAL SCHOOLS

I. Organization of the Division:

In July of 1980, responsibility for the State of Connecticut's system of secondary Vocational-Technical Schools was removed from the Division of Vocational Education and placed in the new Division of Vocational-Technical Schools. The function of the newly created Division is to administer the Vocational-Technical School system. The Central Office staff consists of an Associate Commissioner, Assistant Division Director and 16 Consultants. Presently, there are no separate Bureaus within the Division. School professional staff number 9890 with 43 administrators.

II.. Division Summary:

The State of Connecticut's Vocational-Technical School system is comprised of 17 regional technical four year high schools and five satellite operations. The primary mission of this system is to provide a comprehensive high school program that emphasizes intensive job specific vocational-technical training in the licensed and apprenticeable trades. Additionally, the schools provide extensive programming for out of school adults. Many of these programs are run cooperatively with local and state agencies and private industry. The following highlights major activities for the reporting period that relate to the Division's objectives.

A community outreach program was begun in each of the 17 Regional Vocational-Technical Schools (RVTS). (17.2). Each school designated a community relation person. Following in-service training for this group and school Directors, schools developed unique public relations programs. Additionally specific system-wide outreach activities were conducted at the Division level. A video film was produced and aired on television and shown to civic groups. A bilingual brochure was prepared and distributed.

Numerous efforts were made to identify in-service needs of Vocational-Technical School Instructors. (14.3) Aside from the ongoing efforts of program study committees, specific needs assessments were conducted in the areas of special education, bilingual education, Title I and media.

A professional development support system was organized for administrators of the RVTS. (14.3) With the support of federal professional development vocational education funds a process was developed whereby administrators could apply for partial support of individual development activities related to their professional objectives.

The review of the RVTS curriculum was completed by the Program Study Committee.

(10.9) A priority list of curriculum to be written or revised was prepared and relevant activity has begun. Extensive curriculum activities were conducted in the following areas: general and related education, health occupations, hairdressing and cosmetology, bilingual education and adult education.

All RVTS conducted adult education activities during the reporting period.

(10.6) The variety of constituents served by these programs is suggested by a number of new offerings: displaced homemakers, adult basic education, training programs for

Niantic Correctional Institute, machine and welding programs for Southeast Asia refugees, basic skills programs, and upgrading programs for advanced apprentices. Shared Time, an after school program for students of area high schools, expanded from 12 to 14 schools.

Female enrollment in the day school program grew nine percent from the previous school year (13.6). Enrollment of women in post graduate and adult education programs grew fifteen percent during the same period. Enrollment of girls in non-traditional programs continues to show modest growth particularly in the areas of air conditioning, automotive, electrical, avionics, and machine tool.

Emphasis was placed on increasing the membership of target populations on Citizens Advisory Committees (10.8). Division management attended a number of committee meetings to monitor progress.

The expansion of special services for the handicapped and disadvantaged continued (13.6). The Division employed its first school psychologist to provide coordination of contracted diagnostic services and to provide direct services in several units. A speech specialist provided expanded services on a contract basis. The system's special education program continues to grow now serving over 700 students.

Title I programs are now operating in those schools that are eligible (13.6).

Current emphasis is on summer as well as regular school year tutorial services in basic skills, particularly mathematics.

Bilingual vocational education continues to grow within the system. Training for out of school Hispanics of limited English proficiency was the main focus of activities in this area. Bilingual supportive services are also being added to the regular day program.

Periodic independent reviews of program offerings in the schools continues to be stressed. (19.10). Augmenting the extensive evaluation by the New England Association of Schools and Colleges, the function of the Division's Program Study Committee has been expanded to include review of programs in the schools.

Research by the University of Connecticut continues to assure the validity and fairness of the Division's admission procedures (19.10). Statistical analysis demonstrates both the validity of the criteria and their non-discriminatory effect.

III. Goals

I. To ensure equity and equal opportunity in the vocational-technical schools.

II. To improve the programs of the vocational-technical schools.

III. To ensure the professional competence of vocational-technical school staff members.

IV. To evaluate regularly the effectiveness of vocational-technical school programs.

IV. Long-Range Objectives

(Goal Ref.)	(CP Code)
	Planning
(I)	17.2 - Develop outreach community relations programs for each of the seventeen (17) vocational-technical schools.
(III)	14.3 - Conduct an assessment of inservice needs of vocational-technical school staff.
(III)	14.3 - Design a professional development support system for administrators of the vocational-technical schools.
	Implementation
(II)	10.9 - Review and update, by June 1981, the curriculum development process for the Regional Vocational-Technical Schools and establish a priority curriculum revision list.
(II)	10.6 - Expand adult education and shared time programs to all seventeen (17) Vocational-Technical Schools.
(I)	13.6 - Expand enrollment of females, particularly in non-traditional trade areas.
(II)	10.8 - Increase membership of target populations on Citizens Consulting Committees.
(I)	13.6 - Expand special services programs such as Title I and special education.
(IV)	19.10 - Expand role of program study committee to include systematic onsite inspection of programs.
(IV)	19.10 - Continue ongoing research to insure validity of admissions process for Regional Vocational-Technical Schools.

V. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	$23,487,511	-	$6,920,202
Federal	*2,332,471	-	540,610
Other	**495,245	-	1,271,256
Totals	$26,315,228	-	$8,732,068

*Includes CETA, Title I, Special Ed. & VEA funds.

**Includes Industrial Fund and Extension Fund.

DIVISION OF VOCATIONAL REHABILITATION

Bureau of Disability Determination
Bureau of Planning, Evaluation and Training
Bureau of Rehabilitation Services

DIVISION OF VOCATIONAL REHABILITATION

I. Division Organization

The Division is organized into three bureaus: the Bureau of Rehabilitation Services; the Bureau of Planning, Evaluation and Training; and the Bureau of Disability Determination. There are presently 182 unclassified positions within the Division.

The Bureau of Rehabilitation Services provides vocational rehabilitation counseling, evaluation, planning, treatment/training, job placement and post-employment services to eligible persons with physical or mental disabilities. The Bureau operates a central office, nineteen (19) service offices through which clients are identified, evaluated and served within the available resources and statutory provisions of state and federal legislation for vocational rehabilitation.

The Bureau of Planning, Evaluation and Training coordinates the Division's program planning, evaluation and research utilization; staff development/in-service training and the development, purchasing and monitoring of services to clients from rehabilitation facilities and workshops throughout the State. The Bureau processes and monitors all federal/state grant applications and awards, links the Division with the Departmental public information program and promotes the coordination of rehabilitation services to persons with disabilities among other state and local agencies.

The Bureau of Disability Determination adjudicates claims for disability benefits under the Social Security Disability Act of 1954 as amended. The determination of medical and vocational eligibility for all insured and/or needy disabled applicants is the primary mission of this Bureau.

II. Division Summary

The mission of the Division of Vocational Rehabilitation is to restore persons with disabilities to working productivity through a program of vocational rehabilitation services which is administered in accordance with the statutory provisions of state and federal legislation. Major responsibilities of the Division include administration of a wide range of services to individuals, increasing the availability of training, job placement opportunities available to persons with disabilities and to determine eligibility of applicants for Social Security Disability benefits. The Division assumes a leadership role in relationship to a network of other state departments, rehabilitation centers and other providers who are engaged in activities supportive of the mission of the Division.

In Fiscal Year 1981, the Division of Vocational Rehabilitation has provided vocational rehabilitation counseling evaluation, planning, physical and mental restoration, training, job placement and/or post-employment services to 17,533 persons with physical or mental disabilities. Of the total served to date, 2,349 have been rehabilitated. The number of persons rehabilitated approximates the Fiscal Year 1980 level of 2,458. This is a significant achievement of the Division in the midst of rapidly dwindling resources.

The Division was in the forefront of the establishment of a three year, federally funded Center for Independent Living in the Bridgeport area. The unique project is the result of the Division's orchestration of the collaborative efforts of five (5) separate service organizations in the Bridgeport area.

The Division has experienced a 17% increase in receipts of applications for Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) with a 4.4% increase in clearances. A quality in excess of 90% was maintained with five (5) weeks work pending load. The average processing time for cases is forty days and 20% of the cases adjudicated are referred for vocational rehabilitation services.

Other Accomplishments of the Division are:

1. The Bureau of Disability Determination received an award from the Social Security Commissioner for Region I, Robert C. Green, for superior public service and extrarordinary service to the American public for Fiscal Year 1980-81.

2. In order to meet increasing activity, the Bureau of Disability Determination has added a sixth unit.

3. Four (4) inter-agency agreements were developed and executed with the Connecticut Association of Professional Financial Aid Administrators (CAPFAA); the Department of Mental Health (DMH), Board of Education and Services for the Blind (BESB) and the Veterans Administration (VA).

4. A network of district level Consumer Advisory Boards, with representation to the Statewide Consumer Advisory Board was developed and implemented. The purpose of this network of Consumer Advisory Boards is to provide input towards policy development.

5. A public information network was established in cooperation with the Department's Office of Public Information.

6. An extensive in-service training program was conducted in cooperation with institutions throughout the country as well as with the regional educational service center at Assumption College. Training has occurred in such areas as sign language and orientation to deafness, psychiatric rehabilitation, rehabilitation and the Hispanic client, utilization of similar benefits, case recording, supervision and job placement.

7. A computer terminal was installed in the Hartford District office as a first step toward direct computerized data entry at the district level significantly decreasing the amount of paperwork.

8. State Occupational Information Coordinating Committee (SOICC) computer terminals were installed in the Hartford and Bridgeport District Offices.

9. Referrals from elementary and high schools exceeded the regional average.

10. Average weekly earnings of clients increased from $32 at referral to $127 at closure.

11. Among rehabilitated clients, 50% were placed in industrial or professional occupations.

12. A federal Program Administrative Review of the SSI/SSDI Program substantiates that the Division met or exceeded the federal performance level for FY 80 on the

proper application of social security special selection criteria (90%), the provision of significant Vocational Rehabilitation services which enabled individuals to achieve substantial gainful activity (employment earning $300 monthly) and the proper completion of Form SSA-853 (95%).

13. A pilot program for mentally ill deaf individuals was established with the assistance of Division staff.

14. The Connecticut State Plan for Rehabilitation Facilities was revised. Additionally, a complete card system was developed for providing information and referral to agencies and rehabilitation facilities throughout the state.

15. The coding and reporting system for deaf and hearing impaired clients has been revised.

III. Goals

I. Promoting equity and equal access to vocational training and rehabilitation programs for clients of the Division.

II. Developing new and appropriately modifying existing programs in rehabilitation facilities/workshops and other public and private non-profit agencies through grants and technical assistance. Identifying and developing new training approaches and resources in collaboration with business and industry.

III. Enhancing the professional competence of the Division of Vocational Rehabilitation and rehabilitation facilities/workshop staffs through a program of in-service training, technical assistance and clinical supervision.

IV. Assessing the delivery of quality vocational rehabilitation services through implementation of the Connecticut Caseload Review Process.

A. Improve quality and timeliness of disability adjudications.

B. Evaluate and review quality of disability adjudications.

IV. Long-Range Objectives

A. Planning

(Goal Ref.)	(CP Code)
(I, II)	1.7 - Develop and implement cooperative agreements between the Division of Vocational Rehabilitation, Division of Vocational Education, Division of Elementary and Secondary Education, Division of Vocational Technical Schools, regional education service centers, local school systems, the Office of Policy and Management and private technical colleges, to share information and services helpful to handicapped youth and adults.

B. Implementation

(I) 10.11 - Increase the number of referrals of handicapped students to the Division of Vocational Rehabilitation through surveys, staff training, information and other technical assistance to local school system.

(I) 13.2 - Develop intra-agency agreements among the Division of Vocational Rehabilitation, Division of Vocational Education and the Bureau of Pupil Personnel and Special Education Services, by September 1981, to ensure the full and coordinated use of fiscal and personnel resources in providing appropriate programs, services, and learning opportunities to special needs groups.

(I) 13.4 - Intensify technical assistance to help school systems comply with Section 504 of the Rehabilitation Act of 1973, assuring access by the handicapped to all programs.

(I) 14.3 - Initiate a program of staff development by September 1981, to include: coordination of staff development programs within the Department; improved cooperation between teacher-training institutions, school systems and teacher organizations; technical assistance to teachers, administrators and school board members in organizing staff development activities; and assistance to school systems in evaluating staff development programs.

(V) 15.3 - Expand the ability of the Department and the regional education service centers and include the Cooperative Library Service Units of the State Library in further developing a statewide network of education resources, and aid school systems in identification, adoption and adaptation of exemplary educational programs and practices.

(IV) 15.6 - Identify and promote programs which have been successful in preparing women, minorities, the handicapped and other special needs groups for employment; and in ensuring equal access to the full range of education programs and services.

(I, II) 16.1 - By January 1982, develop a master plan for providing educational service to disabled adults, to include: an assessment of the nature and extent of adult education needs; policies and strategies required to meet those needs; review of current resources available to meet those needs.

(I, II) 16.2 - Develop a systematic process of identifying needs, and planning, implementing and evaluating local adult education programs for disabled individuals.

(I, II) 16.3 - Identify models of outstanding practice in adult education for the disabled throughout the nation, and assist in the adoption or adaptation of these practices in local school districts.

(I) 17.3 - Inform the public through the continuing "Child Find" program and other activities of the rights of the handicapped to appropriate educational programs and services.

(I) 17.4 - Establish stronger communication links, through publications, information sharing and identification of common interests, with the general public, educators, labor, industry and business organizations, civic, charitable, child-serving and state and municipal governmental agencies and other appropriate public institutions.

(A) A.1 - Maintain present work flow to insure continuation of overall processing time.

C. Evaluation

(II, IV) 20.5 - Develop by June 1984 a systematic case review process to assess the achievement of federal case management standards by rehabilitation counselors. The process will include a case-load monitoring system and the use of exemplary models.

(B) B.1 - Evaluate present procedures looking toward improvement of increased efficiency.

V. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expenses
State	-	-	$1,966,000
Federal	$7,003,470	-	3,807,734
Other	-	-	-
Totals	$7,003,470	-	$5,773,734

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Disability Determination

I. Bureau Organization

The Bureau consists of three units: Support System, Case Processing and Quality Appraisal.

The Support System has four sections: Intake and Dispatch, Advanced Records System, Medical Services and Fiscal Management.

Intake and Dispatch processes on a daily basis, all case receipts and transmittals form the Social Security Administration to maintain accurate case control and to develop material used in preparation of State Agency Operations Report (SAOR). The Advanced Records System (ARS) transmits, by teletype, to and from all Social Security sources case receipts, transmittals and replies to all queries within forty-eight (48) hours. ARS also transmits the weekly State Agency Operations Report (SAOR). Medical Services is the agency liaison with the medical community. This section gathers information from various medical sources, recruits and trains physicians and other agency staff. Fiscal Management establishes the Bureau's budget, develops fiscal reports, processes the Grant Award and maintains commitments and reservations. Fiscal Management also purchases all supplies and equipment and processes medical payments in accordance with established schedules. This section also maintains the time records for agency personnel.

The Case Processing Unit ensures the determination of claimant's eligibility for Social Security disability benefits and needy claimant's eligibility for payments under the Supplemental Security Income Program (Title XVI) and monitors the gross screening of claimant's rehabilitation potential in order to effect appropriate referrals to the Bureau of Rehabilitation Services in the Division.

The Quality Appraisal Unit maintains an overall ninety (90) percent of quality determined by case review specifically per Federal mandate. The agency has an established quality efficiency goal which must not exceed a 10% error rate.

II. Bureau Summary

The Bureau's accomplishments and projections for Fiscal Year 1980-81 relate directly to long range legislation and federal relations objectives as stated in the State Comprehensive Plan for Elementary and Secondary Education.

Bureau policies and programs are influenced directly by federal legislative actions, thus requiring regular review of short and long range planning data to respond to changing needs.

P.L. 96-265, "The Social Security Disability Amendments of 1980", signed June 9, 1980, contain many of the President's recommendations for changes in the Social Security Disability Insurance (DI) and Supplmental Security Income (SSI) programs.

A partial summary of this multi-faceted law which directly affects the operation and planning of the Bureau of Disability Determination includes: (1) periodic review of disability determinations at least every three years, currently generating 30,000 cases per month nationwide; (2) detailed denial notices expressed in understandable language required for each denial decision processed; (3) restrictions on entitlement of people convicted of a felony requiring adjusted adjudicative procedures and case handling; (4) trial work period for disabled widows and widowers and extension of existing trial work provisions to a potential of 24 months, requiring adjudicative training and procedural changes; (5) change of administration of the disability program giving the secretary of the department of health services the authority to establish through regulations, the procedures and performance standards for the state disability determination process.

The above mentioned amendments reflect changes in a series of enactments which began in 1954, and pertain to the Disability Insurance Program.

Every individual insured by Social Security or needy disabled person has a legal right to file a disability claim under the law.

Eligible applicants who are determined to be disabled receive monthly cash benefits. Medical and vocational eligibility of blind and disabled Connecticut citizens, formerly determined by the Department of Social Services, under the aid to Permanently and Totally Disabled (Title XVI), as of July, 1973, became the responsibility of the Bureau, and these cases are adjudicated under the same definition as disabled applicants under Title II, the Disability Insurance Program. This assistance reduces the welfare load for the State of Connecticut. Disabled beneficiares receiving payments are eligible for medicare.

Those eligible for benefits, who are accepted for services by the Bureau of Rehabilitation Services, are funded 100% by Social Security Trust Funds. The number of disabled claimants receiving benefits in Connecticut has increased steadily since the inception of the program in 1956 so that the current sum, including payments to eligible dependents, has reached $151,000,000 annually.

The Bureau has shown a 17 percent increase in receipts with a 4.4 percent increase in clearances during fiscal year 1980-81. Despite the sizeable increase in the number of applications, the Bureau achieved a substantial increase in clearances with a reduction in the number of man years. The Bureau met its objectives as manifested by the performance indicator of a processing time variable at between 40-45 days on a monthly basis.

Other Bureau accomplishments were:

1. Maintain a overall 90% of quality as determined by case review.
2. Maintain a five weeks work pending load.
3. Maintain a average processing time of forty (40) days.
4. Maintain a twenty (20) percent vocational rehabilitation referral.

III. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	-
Federal	$2,392,126	-	$1,636,829
Other	-	-	-
Totals	$2,392,126	-	$1,636,829

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Disability Determination
Support System Unit

I. Description of Program Activities

The Intake and Dispatch section receives and dispatches 100% of the case files and agency correspondence on a daily basis; complies statistics and completes the agency's weekly State Agency Operations Report (SAOR) to the Social Security Administration.

The Advanced Records System (ARS) maintains 100% of coding of all cases received and cleared on a daily basis, and transmits all coded data sheets and the weekly State Agency Reports (SAOR) via teletype to the Social Security Administration central computers.

The Medical Processing section is the liaison with the medical community; gathering information from various medical sources, recruiting and training physicians and other agency staff. This section recruits physicians and specialists who perform consultative examinations essential to the adjudication of claims, selects and schedules approximately 300 consultative examinations and ancillary laboratory tests weekly. The Medial Processing section maintains liaison with various hospital facilities and aspects of the statewide medical community in order to expedite requests for medical information. This section coordinates and trains the internal medical and professional staff.

The Fiscal section establishes a budget, develops fiscal reports, processes the Grant Award and maintains commitments and reservations. This section also purchases all supplies and equipment and processes medical payments in accordance with established schedules.

II. Short-Term Objectives

Intake and Dispatch Section

(Goal Ref.)	**(CP Code)**
(IV)	1.1 - Daily processing of all cases received and transmitted.
(IV)	1.1 - Weekly completion of required State Agency Operations Report (SAOR).
(IV)	1.1 - Maintain current and completed card indices.

Advanced Records System Section

(Goal Ref.)	**(CP Code)**
(IV)	1.1 - Daily coding of all cases received and transmitted.
(IV)	1.1 - Daily teletype transmittal of coded sheets to Social Security Administration.
(IV)	1.1 - Weekly teletype transmittal of State Agency Operations Report (SAOR) to Social Security Administration.

(III) 20.5 - Daily teletype case edit evaluation and clearance.

Fiscal Section

(Goal Ref.)	**(CP Code)**
(II)	1.1 - Establish budget that is representative of Bureau's goals.
(IV)	1.1 - Process all medical payments in accordance with established schedules in a timely manner.

Medical Processing Section

(Goal Ref.)	**(CP Code)**
(IV)	1.1 - Maintain an in-office medical staff totaling seven (7) full time man years.
(IV)	1.1 - Recruit consultative examinations panel physicians to meet Bureau needs in all specialties and sub-specialties.
(IV)	1.1 - Coordinate the scheduling of approximately 300 consultative examinations per week.
(IV)	1.1 - Reduce time in securing medical evidence of record from all sources.
(IV)	1.1 - Telerecorder: Maintain and encourage additional usage of telerecorder transcription service by consultative examinations physicians as well as treating physicians.
(III)	1.1 - Process Grant Award, adjust commitments and reservations.
(III)	20.5 - Develop "Time Report of Personnel Services for Disability Program".
(IV)	20.5 - Supply report figures on medical costs for Bureau Report of Obligations for Social Security Administration Disability Programs.
(III)	20.5 - Develop Bureau Schedule for Equipment Purchases for Social Security Administration Disability Programs.
(IV)	1.1 - Supply information regarding medical purchases for State Agency Operations Report (SAOR).
(IV)	1.1 - Process payment vouchers for medical consultants based upon developed records.
(IV)	1.1 - Maintain the time records for Bureau personnel in an accuate and current manner.
(IV)	1.1 - Purchase supplies and equipment through the state system.
(II)	17.4 - Coordinate training of adjudicative and Bureau medical staff as well as special training projects within the agency.

(III) 17.4 - Maintain liaison with other related agencies and the medical community in order to gain a better understanding of the disability program and its needs.

III. Evaluation

A. Status of Short-Term Objectives

Intake and Dispatch Section (CP Code)	1978-79	1979-80	1980-81
1.1 - Daily processing of all cases received and transmitted.	Achieved	Achieved	Achieved
1.1 - Weekly completion of required S.A.O.R. report.	Achieved	Achieved	Achieved
1.1 - Maintain current and completed card indices.	Achieved	Achieved	Achieved
Advanced Records System Section (CP Code)			
1.1 - Daily coding of all cases received and transmitted.	Achieved	Achieved	Achieved
1.1 - Daily teletype transmittal of coded sheets to Social Security Administration.	Achieved	Achieved	Achieved
1.1 - Weekly teletype transmittal of S.A.O.R. report to Social Security Administration.	Achieved	Achieved	Achieved
20.5 - Daily teletype case edit evaluation and clearance.	Achieved	Achieved	Achieved
Medical Processing Section (CP Code)			
1.1 - Maintain an in-office medical staff totaling seven (7) full time man years.	Achieved	Achieved	Achieved
1.1 - Recruitment of consultative examinations panel physicians to meet Bureau needs in all specialties and sub-specialties.	Achieved	Achieved	Achieved
1.1 - Coordinate the scheduling of approximately 300 consultative examinations per week.	Achieved	Achieved	Achieved

(CP Code)	1978-79	1979-80	1980-81
1.1 - Reduce time in securing medical evidence of record from all sources.	Achieved	Achieved	Achieved
1.1 - Telerecorder: Maintain and encourage additional usage of telerecorder transcription service by consultative examinations physicians as well as treating physicians.	Achieved	Achieved	Achieved
17.4 - Coordinate training of adjudicative and state agency medical staff as well as special training projects within the agency.	Achieved	Achieved	Achieved
17.4 - Maintain liaison with other related agencies and the medical community in order to gain a better understanding of the disability program and its needs.	Achieved	Achieved	Achieved
Fiscal Section **(CP Code)**			
1.1 - Establish budget that is representative of Bureau's goals.	Achieved	Achieved	Achieved
1.1 - Process Grant Award, adjust commitments and reservations.	Achieved	Achieved	Achieved
20.5 - Develop "Time Report of Personnel Services for Disability Program."	Achieved	Achieved	Achieved
20.5 - Supply report figures on medical costs for Bureau Report of Obligations - for Social Security Administration Disability Program.	Achieved	Achieved	Achieved
20.5 - Develop Bureau Schedule for Equipment Purchases for Social Security Administration Disability Program.	Achieved	Achieved	Achieved
1.1 - Supply information regarding medical purchases for S.A.O.R. report.	Achieved	Achieved	Achieved

(CP Code)	1978-79	1979-80	1980-81
1.1 - Process payment vouchers for medical consultants based on developed records.	Achieved	Achieved	Achieved
1.1 - Maintain the time records for Bureau personnel in an accurate and correct manner.	Achieved	Achieved	Achieved
1.1 - Purchase supplies and equipment through the state system.	Achieved	Achieved	Achieved
1.1 - Establish schedules in a timely manner.	Achieved	Achieved	Achieved

IV. Resources

SCURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	-
Federal	$1,941,923	-	$1,575,719
Other	-	-	-
Totals	$1,941,923	-	$1,575,719

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Disability Determination
Case Processing Unit

I. Description of Program Activities

The Case Processing Unit is responsible for the development and adjudication of Social Security disability claims in a timely, accurate and efficient way. This unit also refers claimants with rehabilitation potential to the Bureau of Rehabilitation Services.

II. Short-Term Objectives

(CP Code)

A.1 - Initial medical and vocational development of Social Security claims on a regional basis in one of five processing sections.

A.1 - To maintain a five week work pending load by adjudicating at least 20% of pending load for initial claims.

A.1 - To maintain an overall 90% of quality as determined by randomly selected samples.

A.1 - To maintain an average processing time of forty (40) days.

A.1 - To maintain a referral rate to Vocational Rehabilitation Services of twenty (20) percent.

A.1 - To maintain a case load with no greater than fifteen (15) percent of cases that are no older than 45 days.

A.1 - To maintain a case load which is no greater than five (5) percent of cases over 70 days.

III. Evaluation

A. Status of Short Term Objectives

(CP Code)	1978-79	1979-80	1980-81
A.1 - Initital medical and vocational development of Social Security claims on a regional basis in one of five processing sections.	Achieved	Achieved	Achieved
A.1 - To maintain a five weeks work pending load by adjudicating at least 20% of pending load for initial claims.	Achieved	Achieved	Achieved
A.1 - To maintain an overall 90% quality as determined by randomly selected samples.	Achieved	Achieved	Achieved

(CP Code)	1978-79	1979-80	1980-81
A.1 - To maintain an average processing time of forty (40) days.	Achieved	Achieved	Achieved
A.1 - To maintain a referral rate to Vocational Rehabilitation Services of twenty (20) percent.	Achieved	Achieved	Achieved
A.1 - To maintain a case load with no greater than fifteen (15) percent of cases that are no older than 45 days.	Achieved	Achieved	Achieved
A.1 - To maintain a case load of cases which is no greater than five (5) percent of cases over 70 days.	Achieved	Achieved	Achieved

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	-
Federal	$67,950	-	$6,192
Other	-	-	-
Totals	$67,950	-	$6,192

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Disability Determination
Quality Appraisal Unit

I. Description of Program Activities

The Quality Appraisal Unit is a comprehensive system designed to detect and correct deficencies in all aspects of Disability Determination Services (DDS) claims processing.

This Unit technically reviews 100% of cases adjudicated and substantively reviews a selected percentage of case determinations.

The Unit completes six required yearly program studies and examines effectiveness and appropriateness of re-exam diaries, developmental practices, processing time at all work stations (twice yearly) and effectiveness and appropriateness of consultative examinations.

The Unit analyzes technical and substantive deficiencies, accuracy rates, processing time and prepares monthly and quarterly reports to the Social Security Administration, Bureau Chief and staff.

II. Short-Term Objectives

(CP Code)

B.1 - Analysis of Bureau documentation deficiencies.

B.1 - Analysis of Bureau substantive deficiencies.

B.1 - Completion of required five (5) monthly Quality Appraisal reports.

B.1 - Completion of required two (2) quarterly Quality Appraisal Summary Reports.

B.1 - Completion of five (5) remaining required special studies.

B.1 - Maintain goal established accuracy standards.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
B.1 - Analysis of Bureau documentation deficiencies.	Achieved	Achieved	Achieved
B.1 - Analysis of Bureau substantive deficiencies.	Achieved	Achieved	Achieved

(CP Code)	1978-79	1979-80	1980-81
B.1 - Completion of required five (5) monthly Quality Appraisal reports.	Achieved	Achieved	Achieved
B.1 - Completion of required two (2) Quarterly Quality Appraisal Summary reports.	Achieved	Achieved	Achieved
B.1 - Completion of five (5) remaining required special studies.	Achieved	Achieved	Achieved
B.1 - Maintain goal established accuracy standards.	Achieved	Achieved	Achieved

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	-
Federal	$184,063	-	$17,263
Other	-	-	-
Totals	$184,063	-	$17,263

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Planning, Evaluation and Training

I. Bureau Organization

The Bureau of Planning, Evaluation and Training has three (3) units: Planning, Statistical and Research; Facilities/Workshops Development; and Staff Development.

The Planning, Research and Statistical Unit coordinates the preparation of Federal and State planning reports and documents, disseminates professional and public information and promotes inter-agency coordination.

The Facilities Development Unit coordinates the purchasing and monitoring of services to clients from rehabilitation facilties/workshops; provides technical assistance for program expansion and development to rehabilitation facilities/workshops' staffs and administers a federal/state grants program.

The Staff Development Unit coordinates the Division's in-service training and staff development activities. This Unit also engages in specialized staff development activities focusing on the coordination of services to the deaf, hearing impaired and the visually impaired deaf.

II. Bureau Summary

Consistent with Comprehensive Plan objectives 1.7 and 13.2, the Bureau of Planning, Evaluation and Training negotiated and implemented cooperative agreements with the Connecticut Association of Professional Financial Aid Administrators (CAPFAA), the Department of Mental Health (DMH) and the Board of Education and Services for the Blind (BESB).

Consonant with objectives 16.2 and 16.3, the Bureau was at the forefront of establishing a Center for Independent Living in the Bridgeport area. Similarly, assistance was given in the development of a pilot program in the Department of Mental Health for mentally ill deaf clients.

A public information network was established in cooperation with the Department's Office of Public Information (17.3 and 17.4).

Other Bureau accomplishments were:

1. Revision of the Connecticut State Plan for Rehabilitation Facilities (15.6).
2. Development of a card system of agencies and rehabilitation facilities for information and referral (15.6).
3. Significant increases in numbers of deaf and hearing impaired clients referred, served and rehabilitated (17.3 and 14.3).
4. Revision of disability coding and reporting system for hearing impaired clients.
5. Conduct of an extensive in-service training program in cooperation with institutions throughout the country.

6. A computer terminal was installed in the Hartford District Office for direct data entry reducing paperwork.

7. Increased dissemination of professional information through the Library and Media Center.

III. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	$ 3,374
Federal	$375,334	-	81,630
Other	-	-	-
Totals	$375,334	-	$85,004

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Planning, Evaluation and Training
Planning, Research and Statistical Unit

I. Description of Program Activities

The Planning, Research and Statistical Unit coordinates the preparation of the State Plan, Program and Financial Plan and reports to the legislature; prepares federal and state statistical reports on monthly, quarterly and annual bases; compiles, retrieves and analyzes demographic and case service data with implications for agency planning; disseminates information about current developments in vocational rehabilitation counseling and technological advances in rehabilitation; operates an information and referral system; promotes the coordination of rehabilitation services between other state and local agencies; and links the Division with the departmental Public Information Service.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)	
(I, II)	16.1 -	Plan and implement activites to develop a new three-year State Plan for Vocational Rehabilitation.
(IV)	15.6 -	Develop and carry out plan to obtain data necessary for completion of Program and Financial Plan.
(I)	17.4 -	Conduct negotiations with selected public and private agencies to draft cooperative agreements.
(II, IV)	20.5 -	Prepare written plan for systematic evaluation of DVR programs.
(I, II)	16.1 -	Plan for Bureau participation in agency initiative to develop and modify programs to enhance services to the handicapped.
(I)	10.11 -	Assess/evaluate the comprehensiveness and relevance of materials on DVR services available for dissemination.
(I, II, IV)	10.11 -	Obtain information on data collected by other divisions of the SDE on handicapped students in Special Education and Vocational Technical School programs and on computer services available to analyze client data through the Bureau of Research, Planning and Evaluation.
(I)	10.11 - 17.4 -	Plan comprehensive program of public information activities for the Division.
(III, IV)	14.3 - 15.3 -	Disseminate information about Library and Media Center to Cooperating Library Service Units of the State Library, libraries and other organizations serving the disabled, and all Division professional staff.
(II, III, IV)	14.3 - 15.3 -	Disseminate information on research technological innovations, legislation and exemplary VR programs to: Cooperating Library

20.5 - Service Units of the State Library, libraries and other organizations serving the disabled, the SDE Library and all DVR professional staff.

(I) 13.4 - Provide Office of Public Information access to DVR staff with expertise in various areas of rehabilitation.

(II, IV) 20.5 - Conduct client satisfaction survey.

(II, IV) 20.5 - Assist in preparation of reports to comply with federal standards.

(II, IV) 20.5 - Place a computer terminal in the Hartford District Office which will run parallel with the Central Office Unit for three months, then perform data collection activities independently.

(II, IV) 20.5 - Develop written plan for extending data collection via terminal to other four district offices.

(II, III, IV) 14.3 - Develop written plan for a management information system, which will generate mandated state/federal reports and other data to assist in agency program evaluation and planning. Plan will include in-service training needed to implement the system.

III. Evaluation
A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
16.1 - Plan and implement activities to develop a new three year State Plan for Vocational Rehabilitation.	Achieved	Achieved	In Process
15.6 - Develop and carry out plan to obtain data necessary to completion of Program and Financial Plan.	Achieved	Achieved	Achieved
17.4 - Conduct negotiations with selected public and private agenices to draft cooperative agreements.	Achieved	Achieved	In Process
20.5 - Prepare written plan for systematic evaluation of DVR programs.	-	-	In Process
16.1 - Plan for Bureau participation in agency initiative to develop and modify programs to enhance services to the handicapped.	-	-	Achieved

(CP Code)		1978-79	1979-80	1980-81
14.3 -	Develop written plan for a management information system, which will generate mandated state/federal reports and other data to assist in agency program evaluation and planning. Plan will include in-service training needed to implement the system.	-	-	In Process
10.11 -	Assess/evaluate the comprehensiveness and relevance of materials on DVR services available for dissemination.	-	-	In Process
10.11 - 20.5 -	Obtain information on data collected by other divisions of the SDE on handicapped students in Special Education and Vocational Technical School programs and on computer services available to analyze student data through the Bureau of Research, Planning and Evaluation.	-	-	Achieved
10.11 - 17.4 -	Plan comprehensive program of public information activities for the Division.	-	-	Achieved
14.3 - 15.3 -	Disseminate information about Library and Media Center to Cooperating Library Service Units of the State Library, libraries and other organizations serving the disabled, and all professional staff.	-	-	Ongoing
14.3 - 15.3 - 20.5 -	Disseminate information on research, technological innovations, legislation and exemplary programs to: Cooperating Library Service Units of the State Library, libraries and other organizations serving the disabled, and all professional staff.	-	-	Ongoing
13.4 -	Provide Office of Public Information access to DVR staff with expertise in various areas of rehabilitation.	-	-	Ongoing

(CP Code)	1978-79	1979-80	1980-81
20.5 - Conduct client satisfaction survey.	Achieved	Achieved	In Process
20.5 - Assist in preparation of reports to comply with federal standards.	Achieved	Achieved	In Process
20.5 - Place a computer terminal in the Hartford District Office which will run parallel with the Central Office Unit for three months, then perform data collection activities independently.	In Process	In Process	Achieved
20.5 - Develop written plan for extending data collection via terminal to other four district offices.	In Process	In Process	Achieved

B. Statistical Data*

(CP Code)	1978-79	1979-80	1980-81
14.3 - Circulation: books, periodicals and audio visual materials.	344	683	525 (6/1/80 to 5/31/81)
15.3 - Acquisitions: books, periodicals and audio visual materials.	1,780	450	249 (6/1/80 to 5/31/81)
20.5 - References: requests for information and services.*	388	257	283 (6/1/80 to 5/31/81)

*For 1980-81, such activities as setting up exhibits at conferences, providing audio visual equipment for in-house use, visiting District Offices, and publishing the quarterly newsletter are included here.

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	-
Federal	$81,162	-	$5,356
Other	-	-	-
Totals	$81,162	-	$5,356

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Planning, Evaluation and Training
Facilities Development Unit

I. Description of Program Activities

The Facilities Development Unit promotes the establishment of new, and growth of existing rehabilitation facilities; processes and monitors all federal/state grant applications and awards; coordinates the purchasing and monitoring of services to clients from rehabilitation facilities/workshops; certifies facilities for use by the Division, and assures their effective utilization; monitors facilities'/workshops' compliance with state standards, minimum wage laws, Architectural Barriers Act of 1968, affirmative action, and non-discrimination; and provides technical assistance to rehabilitation facilities/workshops.

II. Short-Term Objectives

(Goal Ref.)	**(CP Code)**
(I, II)	15.6 - To update the State Plan for Rehabilitation Facilities to focus on 16.2 - expansion of extended employment opportunities, 16.2 - implementation of State set-aside legislation, and increasing program accessibility for Spanish speaking, deaf and homebound clients.
(IV)	16.1 - To develop a written policy for the development, administration and follow-up of grants and special project applications and awards.
(IV)	16.2 - To conduct program audits at rehabilitation facilities/workshops.
(II, IV)	17.4 - To improve coordination of rehabilitation facilities'/workshops' services to the Division of Vocational Rehabilitation clients by reviewing current payment practices and making regular visits to District and local Division of Vocational Rehabilitation offices and rehabilitation facilities/workshops.
(III)	14.3 - To collaborate with agency Training Coordinator to provide in-service training in the proper utilization of rehabilitation facilities / workshops.
(II, III)	15.3 - To coordinate facilities' activities to meet Division of Vocational Rehabilitation standards by training facilities' staff to implement standards or achieve accreditation.
(I, IV)	19.1 - To monitor and process federal work certificate applications relating to the payment of sub-minimum wages to clients in rehabilitation facilities.
(I)	13.4 - To develop an agency written policy concerning compliance by rehabilitation facilities with the Architectural Barriers Act of 1968, and with Sections 503 and 504 of the Rehabilitation Act.

(II, III) 13.4 - To coordinate the requests for technical assistance under Section 504(e) of the Rehabilitation Act of 1973 as amended, provide consultation and training for rehabilitation facilities' staff.

(I, II, IV) 13.9 - To coordinate the development of Independent Living Centers in
19.1 - Bridgeport and Hartford through the initiation of grant applications and the implementation, monitoring and program evaluation of such centers as required under Title VII of the 1978 Rehabilitation Act amendments.

(II) 17.4 - To maintain an effective liaison with the Connecticut Association of Rehabilitation Facilities through participation in board activities and involvement in committees to improve and develop facilities services across the state.

(II) 17.4 - To assist the agency director in activities concerning the Rehabilitation Facilties Advisory Committee to the Division regarding all aspects of DVR - Facilities relationships.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
15.6 - To update the State Plan for 16.1 - Rehabilitation Facilities to focus 16.2 - on expansion of extended employment opportunities, implementation of State set-aside legisation, and increasing program accessibility for Spanish speaking, deaf and homebound clients.	In Process	In Process	Completed
16.1 - To develop a written policy for the development, administration and follow-up of grants and special project applications and awards.	-	-	In Process
17.4 - To improve coordination of rehabilitation facilities'/workshops' services to the Division of Vocational Rehabilitation clients by reviewing current payment practices and making regular visits to District and local Division of Vocational Rehabilitation offices and rehabilitation facilities/workshops.	Ongoing	Ongoing	Ongoing

(CP Code)	1978-79	1979-80	1980-81
13.4 - To develop an agency written policy concerning compliance by rehabilitation facilities with the Architectural Barriers Act of 1968, and with Sections 503 and 504 of the Rehabilitation Act.	-	-	In Process
17.4 - To maintain an effective liaison with the Connecticut Association of Rehabilitation Facilities through participation in board activities and involvement in committees to improve and develop facilities services across the state.	Ongoing	Ongoing	Ongoing
17.4 - To assist the agency director in activities concerning the rehabilitation Facilities Advisory Committee to the Division regarding all aspects of DVR - Facilities relationships.	Ongoing	Ongoing	Ongoing

B. Statistical Data

(CP Code)			
14.3 - Number of Agency staff provided in-service training in the proper utilization of rehabilitation facilities/workshops.	-	6	7
15.3 - Number of facilities' staff trained to implement standards or achieve accreditation.	-	14	5
19.1 - Number of processed federal work certificate applications relating to the payment of subminimum wages to clients in rehabilitation facilities.	24	11	54
13.4 - 14.3 - (a) Number of technical assistance grants under Section 304(e) of the Rehabilitation Act of 1973 as amended.	12	15	20
(b) Number of consultations to facilities staff.	75	125	140
(c) Number of rehabilitation facilities' staff trained.	72	74	83

(CP Code)	1978-79	1979-80	1980-81
16.2 - Number of program audits conducted at rehabilitation facilities/workshops.	-	3	6
13.9 - Number of Independent Living 19.1 - Center Grants developed and funded.	0	1	1 and 1 in Process

IV. Resources

SOURCE	DISTRIBUTION Total Personnel	Grants	Other Expense
State	-	-	-
Federal	$82,482	-	$5,444
Other	-	-	-
Totals	$82,482	-	$5,444

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Planning, Evaluation and Training
Staff Development Unit

I. Description of Program Activities

The Staff Development Unit coordinates employee orientation, post-induction training, short-term training, long-term training and continuing education for the agency's professional staff; administers a graduate training program for counselor interns; serves as liaison between professional organizations, colleges and universities and private and public rehabilitation agencies; maintains a registry of course attendance for counselor re-certification and facilitates recruitment of counseling staff by coordinating a program of practicum placements for area graduate and undergraduate rehabilitation counseling students.

Specialized staff development activities focus on the coordination of services to the deaf, hearing impaired and the visually impaired deaf. These activities include: 1) in-service orientation to deafness and sign language; 2) recruiting staff trained to work with hearing impaired clients; 3) maintaining effective liaison among the Division, State Agencies, the State Commission on the Deaf and Hearing Impaired, mainstream and residential schools for the deaf, organizations serving the deaf and consumer groups; 4) promoting the coordination of resources to meet the service needs of this population.

II. Short-Term Objectives

(Goal Ref.)	(CP Code)
(III)	14.3 - In-service training on rehabilitation of the psychiatrically disabled for 50 counselors.
(III)	14.3 - In-service training on the rehabilitation of the hispanic client for the entire professional staff.
(III)	14.3 - In-service training on similar benefits for the entire professional staff.
(III)	20.5 - In-service training on case recording for about 20 counselors.
(III)	14.3 - Preparing 5 Senior Counselors for Management Training Program at Assumption College, Regional Rehabilitation Continuing Education Center (RRCEC).
(III)	14.3 - Preparing 5 Supervisors for Placement Training program at Assumption College, RRCEC.
(III)	14.3 - Preparing 12 rehabilitation facilities' staff for vocational evaluation training at Assumption College, RRCEC (done cooperatively with Facilities Coordinator).
(III)	14.3 - Coordinating staff participation in regional and national R.S.A. Short-term Training Institutes.

(III) 14.3 - Administering and coordinating Counselor Intern Graduate Training Program for 10 Counselor Interns.

(III) 14.3 - Coordinating participation of newly employed counselors in the "Post-Induction Program" at Assumption College, RRCEC.

(III) 14.3 - Coordinating the Practicum Student Placement Program.

(III) 14.3 - In-service training in manual communication (sign language), and available resources for a total of 45 persons from DVR, Rehabilitation Facilities, private industry and students from Assumption College (done cooperatively with Coordinator of Staff Development).

(I, III) 14.3 - Identify counselors with skills to work with hearing impaired persons and recruit competent university graduates in rehabilitation counseling for the deaf.

(I, III) 14.3 - Identify licensed psychologists and social workers and provide them with appropriate sign language orientation to deafness training, which will enable them to provide psychological evaluations as well as group and individual therapy to clients.

(I, II) 1.7 - Expand existing resources and develop new resources in conjunction with state agencies, organizations and rehabilitation facilities serving the hearing impaired population.

III. Evaluation

A. Status of Short-Term Objectives

(CP Code)	1978-79	1979-80	1980-81
14.3 - In-service training on rehabilitation of the psychiatrically disabled for 50 counselors	-	-	Achieved
14.3 - In-service training on the Rehabilitation of the hispanic client - for the entire professional staff.	-	-	Achieved
14.3 - In-service training on similar benefits for the entire professional staff.	-	Achieved	Partially Achieved
20.5 - In-service training on case recording for about 20 counselors.	-	-	Started
14.3 - Preparing 5 Senior Counselors for Management Training Program at Assumption College, Regional Rehabilitation Continuing Education Center (RRCEC).	-	-	Achieved (3 of 5)

(CP Code)	1978-79	1979-80	1980-81
14.3 - Preparing 12 Rehabilitation Facilities' staff for Vocational Evaluation Training at Assumption College, RRCEC (done cooperatively with Facilities Coordinator).	Achieved	Achieved	Partially Achieved
14.3 - Preparing 5 Supervisors for Placement Training program at Assumption College, RRCEC.	Achieved	Achieved	Achieved
14.3 - Coordinating staff participation in regional and national RSA Short-Term Training Institutes.	Achieved	Achieved	Partially Achieved
14.3 - Administering and coordinating Counselor Intern Graduate Training Program for about 10 counselor interns.	Achieved	Achieved	Partially Achieved
14.3 - Coordinating participation of newly employed counselors in the "Post-Induction Program" at Assumption College, RRCEC.	Achieved	Achieved	Not Achieved None Hired
14.3 - Coordinating the Practicum Student Placement Program.	Achieved	Achieved	Partially Achieved
14.3 - In-service training in manual communication (sign language), and available resources for a total of 45 persons from DVR, Rehabilitation Facilities, private industry, and student from Assumption College (done cooperatively with Coordinator of Staff Development).	Achieved	Achieved	In Process
14.3 - Identify counselors with skills to work with hearing impaired persons and recruit competent university graduates in rehabilitation counseling for the deaf.	Achieved	Achieved	Achieved

(CP Code)	1978-79	1979-80	1980-81
14.3 - Identify licensed psychologists and social workers and provide them with appropriate sign language orientation to deafness training, which will enable them to provide psychological evaluations as well as group and individual therapy to our clients.	Achieved	Achieved	In Process
1.7 - Expand existing resources and develop new resources in conjunction with state agencies, organizations and rehabilitation facilities serving the hearing impaired population.	Achieved	Achieved	In Process

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	$14,120	$ 3,374	$ 17,494
Federal	76,643	30,360	107,003
Other	-	-	-
Totals	$90,763	$33,734	$124,497

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Rehabilitation Services

I. Bureau Organization

The Bureau is the direct client service component of the Division and administers the State-Federal program of vocational rehabilitation services to handicapped individuals throughout the State.

The Bureau consists of five units: Consumer Involvement; Policy and Procedures Consultation; Client Services Delivery (System of Field Offices); Client Services Consultation; and Special Programs.

The Consumer Involvement Unit assures equity for consumer in identifying, planning and delivering vocational rehabilitation services.

The Policy and Procedures Consultation Unit develops standards of operational procedures to meet equal treatment, legal mandates and expeditious delivery of vocational rehabilitation services through the Client Services Delivery Unit.

The Client Services Delivery Unit operates a statewide system of nineteen service offices for direct client contact and vocational rehabilitation service delivery.

The Client Services Consultation Unit affords special assistance to deal with unique or extraordinarily technical issues with respect to specific individual client service needs.

The Special Programs Unit coordinates and monitors special requirements of the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI), special funded, vocational rehabilitation programs.

The Office of the Bureau Chief, in addition to administering the above units, is responsible for mandated State-Federal reporting, purchase of client placement equipment, staff performance evaluation, fee schedule review and dissemination and traditional administrative functions not specifically addressed under the unit descriptions.

II. Bureau Summary

Pursuant to the State Board of Education's goal of equity and equal opportunity and Sections 10-103, 10-104 of the Connecticut General Statutes, the single most dramatic achievement of the Division of Vocational Rehabilitation has been to approximate the Federal Fiscal Year 1980 level in the number of clients who have been rehabilitated. Total clients rehabilitated in Fiscal Year 1980 was 2,458; total clients in Fiscal Year 1981 is 2,349. Data analyses from the Rehabilitation Services Administration indicate that client earnings increased from $32 to $127 weekly following rehabilitation. Close to 60% of rehabilitated clients are classified as severly disabled, consistent with the Rehabilitation Services Administration priority for services to the severely disabled.

There appears to be a significant decrease in the number of individuals who are referred for services (Fiscal Year 1980 - 7,844; Fiscal Year 1981 - 7,207). However, with four months of the Federal Fiscal Year remaining, the size of this difference is expected to decrease. The average caseload size per counselor has remained relatively constant.

These achievements have occurred in spite of spiraling inflation which has decreased the purchasing power of vocational rehabilitation dollars and reduced the availability of both fiscal and human resources.

Increased emphasis has been placed on the utilization of similar benefits, i.e., services to which clients are entitled under other funding sources. This emphasis has been achieved through more vigilant monitoring and in-service training and partially accounts for the similarity in productivity between the Fiscal Year 1980 and Fiscal Year 1981 in a climate of diminishing resources. The formulation and implementation of cooperative agreements with the Connecticut Association of Professional Financial Aid Administrators (CAPFAA), the Department of Mental Health and the Veterans Administration has also enhanced the utilization of similar benefits thereby supplementing available fiscal resources.

Consonant with the State Board of Education's goal of improving school programs, an emphasis on the early identification of disabled secondary level students has increased the continuity of career planning and training for potential clients. Moderately successful efforts have been made to increase the availability of vocational rehabilitation counselors to consult with school personnel as well as offer guidance and counseling to students in developing their vocational plans. An increase in the frequency of interactions among school and vocational rehabilitation personnel will result in mutually increased professional competence through informal/formal information exchange.

Relative to Comprehensive Plan objective 20.6, a case review system has been planned and implemented on a pilot basis in 2 of 5 district offices. However, ongoing assessment and modifications continue to occur in an effort to evolve a synthesis of the best features of several case review processes currently in use.

Specialized training (i.e., Social Security amendments, identification of severely disabled, financial aid and needs of deaf, Hispanic and learning disabled clients) has been provided counseling staff by collaborating with the Bureau of Planning, Evaluation and Training and the Bureau of Disability Determination.

In addressing the mandate of PL 95-602 for consumer input into agency policy development, a network of local district office Consumer Advisory Boards was established with two (2) elected representatives from each district as members of the Statewide Consumer Advisory Board. One outcome of both the state and national consumerism movement is a heightened awareness on the part of clients of their benefits under the law.

Other Bureau accomplishments were:

1. Improved working relationship with the Development Disabilities Council (16.3).

2. Publication of a formal statement of client's rights and responsibilities (15.6).

3. Improved and expanded evaluation of clients for effective use of Job Seeking Skills.

4. Increased effective use of rehabilitation facilities.

5. Staff training in the 1980 Social Security amendements relating to the special SSDI/SSI programs.

6. Review of counselor's caseloads to identify additional clients potentially eligible for SSDI/SSI.

7. A concerted effort has been made to inform clients of their rights and means of access to the Division/Departmental appellate processes whereby they may seek redress on contested issues which impact on their rehabilitation plan.

III. Financial Summary

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	$1,962,626
Federal	$4,021,518	-	2,050,119
Other	-	-	-
Totals	$4,021,518	-	$4,012,745

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Rehabilitation Services
Consumer Involvement Unit

I. Description of Program Activities

This unit assures equitable representation in the area of agency policy development through coordination of input from clients, consumer advisory board, service providers and other interested individuals. Technical assistance is provided to the Statewide Consumer Advisory Board for the acquisition of information and skills requisite to effective Board membership.

In conformance with the mission of the Vocational Rehabilitation Counselor to act as a client advocate, facile communication is maintained with the Office of Protection and Advocacy. The Office of Protection and Advocacy and the Developmental Disabilities Council are external sources of feedback.

Appellate procedures whereby clients may seek redress of perceived inequities in the service delivery system have been devised. Fair Hearing proceedings are arranged and conducted at the direction of the Associate Commissioner.

The implication of affirmative action legislation for clients of the Division has led to the creation of procedures whereby compliance with Section 504 of the Rehabilitation Act of 1973 and other affirmative action mandates is accomplished.

II. Short-Term Objectives

(Goal Ref.)	(CP or PL Code)	
(II)	C.P. 16.2 - 17.4 -	Improve working relationships with the Developmental Disabilities Council by working to develop linkages for information sharing.
(I)	P.L. 95-602 -	Provide technical assistance to Consumer Advisory Board in developing annual plan of activities to assure realistic and achievable goals.
(I)	P.L. 95-602 -	Work with chairperson to accomplish accurate and timely correspondence; arrange for provision of support functions, scheduling of meetings, luncheons, develop procedures for reimbursement of expense to Board members, etc.
(I)	P.L. 95-602 -	Assist Board in developing By-Laws.
(I)	P.L. 95-602 -	Participate in development of an Affirmative Action Plan.
(I)	P.L. 95-602 -	Review divison publications to insure compliance with 504 mandates.

III. Evaluation

A. Status of Short-Term Objectives

(CP or PL Code)	1978-79	1979-80	1980-81
C.P. 16.2 - Improve working relationships with the Developmental Disabilities Council by working to develop linkages for information sharing.	Ongoing	Ongoing	Ongoing
P.L. 95-602 - Provide technical assistance to Consumer Advisory Board in developing annual plan of activities to assure realistic and achievable goals.	-	-	In Process
P.L. 95-602 - Work with chairperson to accomplish accurate and timely correspondence; arrange for provision of support functions, scheduling of meetings, luncheons, develop procedures for reimbursement of expense to Board members, etc.	-	-	Ongoing
P.L. 95-605 - Assist Consumer Board in developing By-laws.	-	-	In Process
P.L. 95-602 - Participate in development of an Affirmative Action Plan.	-	-	In Process
P.L. 95-602 - Review proposed DVR publications to insure compliance with 504 mandates.	-	-	In Process

IV. Resources

SOURCE	DISTRIBUTION Total Personnel*	Grants	Other Expense
State	-	-	-
Federal	-	-	$4,000
Other	-	-	-
Totals	-	-	$4,000

*Not State Employees

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Rehabilitation Services
Client Service Delivery Unit

I. Description of Program Activities

This Unit provides vocational rehabilitation service delivery through five districts that include 19 general client service offices. Thirteen additional special caseload offices are located in selected state hospitals, state welfare offices, rehabilitation centers, a state training school and selected public secondary schools. Regular weekly visitations are made to all Labor Department Job Service offices; and a liaison counselor is assigned to every secondary school that has a senior class.

Each District Director manages, plans and monitors: all client services, fiscal payments, authorization and processing, community relations, staffing and logistical support. Additionally, the District Director provides the professional counseling staff with clerical services and clinical supervision through vocational rehabilitation supervisors, and medical and psychological consultants.

The range of vocational rehabilitation services offered include:

1. Evaluation of rehabilitation potential, including diagnostic and related assessment services;
2. Counseling, guidance and referral services;
3. Physical and mental restoration services;
4. Vocational and other training services, including personal and vocational adjustment, books, tools, and other training materials;
5. Maintenance;
6. Transportation;
7. Services to members of a client's family when necessary to the rehabilitation of the client;
8. Interpreter services for the deaf;
9. Telecommunications, sensory and other technological aids and devices;
10. Placement in suitable employment;
11. Post-employment services necessary to maintain suitable employment;
12. Occupational licenses, tools, equipment and initial stock and supplies;
13. Other goods and services which can reasonably be expected to benefit a client in in terms of employability.

II. Short-Term Objectives

(Goal Ref.)	(CP or CGS Code)
(I)	10.11 - Seek and develop new referral sources.
(I)	15.6 - Make special efforts to emphasize client's rights and responsibilities.
(II)	10-104 - Improve and expand evaluation of clients for effective use of Job-Seeking Skills (J.S.S.).
(II)	10-104 - Increase effective use of rehabilitation facilities.
(II)	10-103 - Maximize effective use of reduced resources.

III. Evaluation

A. Status of Short-Term Objectives

(CP or CS Code)	1978-79	1979-80	1980-81
10-11 - Seek and develop new referral sources.	Achieved	Achieved	In Process
15.6 - Make special efforts to emphasize client's rights and responsibilities.	-	-	Achieved
10-104 - Improve and expand evaluation of clients for effective use of Job-Seeking Skills (J.S.S.).	-	In Process	Achieved
10-104 - Increase effective use of rehabilitation facilities.	-	-	Achieved
10-103 - Maximize effective use of reduced resources.	Achieved	Achieved	Achieved
10-104 - Systematize the use of a similar benefits for post-secondary education services.	-	-	Achieved
10-104 - Develop meaningful interface with Consumer Advisory Board.	-	-	In Process
10-103 - Evaluate the deployment of staff and location of service delivery offices.	Achieved	Achieved	Achieved

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	-
Federal	$233,428	-	$715,406
Other	-	-	-
Totals	$233,428	-	$715,406

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Rehabilitation Services
Policy and Procedures Consultation Unit

I. Description of Program Activities

This Unit formulates and presents for approval policy and procedures for the effective, efficient, and equitable delivery of vocational rehabilitation services. The input is received from monitoring service delivery, consumer comment and inquiries, state and federal dicta, and recommendations or directions of administration, management and professional staff.

Major activities of this Unit are: (a) compiling and disseminating the Counselor's Manual of Policy and Operational Procedures; (b) meeting with other agencies and service providers to promote inter-agency agreements and procedures; (c) providing counselors with tools for the identification of resources, the standardization of processing and the expeditious delivery of services. Two subordinate tasks are the design and production of operational forms and the continuing search for and development of "similar benefits".

As a result of involvement with the three major activities cited above, this Unit provides faculty to assist the Bureau of Planning, Evaluation and Training in operational policy and procedures training for the professional staff.

II. Short-Term Objectives

(Goal Ref.)	(CP or CS Code)	
(I)	13.2 -	Meet monthly with Department Inter-agency Agreement Committee to plan cooperative service provision to handicapped students.
(I)	10-11 -	Continue meeting with Learning Disabled Committee to plan DVR's role in serving this group of clients.
(IV)	20-6 -	Act as consultant to the Case-Review instrument design and implementation and to analyze results.
(II)	10-103 -	Meet bi-monthly with Department of Mental Health - DVR Advisory Committee to monitor development of local agreements and plan for cross-training.
(II)	10-104 -	Arrange for follow-up meetings of Preliminary Diagnostic Questionnaire (PDQ) Committee to evaluate trial use and future potential.
(III)	10-103 -	Continue active membership in the Connecticut Social Welfare Conference to develop "Similar Benefits" potentials from other social agencies.
(III)	10-104 -	Assemble committee of Supervisors to review operational forms for possible re-design.

III. Evaluation

A. Status of Short-Term Objectives

(CP or CGS Code)	1978-79	1979-80	1980-81
13.2 - Meet monthly with Department Inter-agency Agreement Committee to plan cooperative service provision to handicapped students.	-	-	In Process
10-11 - Continue meeting with Learning Disabled Committee to plan DVR's role in serving this group of clients.	-	-	In Process
20.6 - Act as consultant to the case-review instrument design and implementation and to analyze results.	-	-	In Process
10-103 - Meet bi-monthly with Department of Mental Health - DVR Advisory Committee to monitor development of local agreements and plan for cross-training.	-	-	Achieved
10-104 - Arrange for follow-up meetings of Preliminary Diagnostic Questionnaire (PDQ) Committee to evaluate trial use and future potential.	-	-	In Process
10-104 - Assemble committee of supervisors to review operational forms of possible re-design.	-	-	In Process
10-103 - Continue active membership in the Connecticut Social Welfare Conference to develop "Similar Benefits" potential from other social agencies.	-	-	Ongoing

IV. Resources

SOURCE	DISTRIBUTION Total Personnel	Grants	Other Expense
State	-	-	-
Federal	$55,872	-	$3,688
Other	-	-	-
Totals	$55,872	-	$3,688

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Rehabilitation Services
Client Services Consultation Unit

I. Description of Program Activities

The Client Services Consultation Unit (CSCU) provides technical assistance and support services necessary to insure efficient and effective case work practices.

With the assistance of the staff medical and psychological consultant, a liaison with the medical and psychological community is provided. The Education Consultant assigned to the CSCU works with the consulting staff to develop and disseminate policy, deal with complex individual case work issues, and approves qualified vendors. Through a random sampling review of case work practices, training needs are identified. An up-to-date list of personnel approved for services to clients of the Division is maintained.

A fee schedule manual is published and continually revised. Fees published by the Department of Income Maintenance are tailored to meet specific requirements of DVR clientele. Close liaison with Department of Income Maintenance personnel and DVR Facilities Specialist insures proper interpretation of fee schedule issues and identification of problem areas requiring attention.

The responsibility for developing strategies and procedures to insure compliance with mandated annual reviews of certain closed cases rests with this unit. Reports on aforementioned cases are reviewed for timeliness in submission of reports and appropriateness of coding. Records are maintained so that statistics can be retrieved and used in the compliation of an annual federal report.

Technical assistance and consultation is provided in the service areas of architectural accessibility, transportation, adaptive equipment, homemaker services, and self-employment. The Central Office Consultant with the requisite expertise works in concert with the counselors and augments, when necessary, their expertise through the use of contracted professionals.

II. Short-Term Objectives

(Goal Ref.)	(CS Code)
(II)	10-103 - Evaluate two free standing mental health clinics that seek approval to provide services to DVR clientele.
(II)	10-104 - Conduct random sample review of case records to insure appropriate development compliance of medical aspect of case records as well as with agency policy and procedure.
(II)	10-103 - Establish, in concert with Facilities Specialist, a formal mechanism for input to the statutorily appointed fee setting bodies.
(II)	10-103 - Develop linkages with specialized service delivery systems in other states to access information on innovative approaches to vehicle modification and keep abreast of safety implications.

(II) 10-103 - Work with Tufts University Research and Training Center and the Bureau of Planning, Evaluation and Training to develop in-service training in bio-engineering and adaptive equipment.

III. Evaluation

A. Status of Short-Term Objectives

(CP or CS Code)	1978-79	1979-80	1980-81
10-103 - Evaluate two free-standing mental health clinics that seek approval to provide services to DVR clientele.	-	-	To be Completed
10-104 - Conduct random sample review of case records to insure appropriate development compliance of medical aspect of case records, as well as with agency policy and procedure.	Ongoing	Ongoing	Ongoing
10-103 - Establish, in concert with Facilities Specialist, a formal mechanism for input to the statutorily appointed fee setting bodies.	-	-	In Process
10-103 - Develop linkages with specialized service delivery systems in other states to access information on innovative approaches to vehicle modification and keep abreast of safety implications.	-	-	In Process
10-103 - Work with Tufts University Research and Training Center and the Bureau of Planning, Evaluation and Training to develop in-service training in bioengineering and adaptive equipment.	-	-	In Process

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other Expense
State	-	-	$1,962,626
Federal	$3,527,312	-	1,267,501
Other	-	-	-
Totals	$3,527,312	-	$3,230,127

DIVISION OF VOCATIONAL REHABILITATION
Bureau of Rehabilitation Services
Special Programs Unit

I. Description of Program Activities

This Unit coordinates specially funded Social Security Disability Income (SSDI) and Social Security Income (SSI) programs and maintains cooperative relationships with key administrative and supervisory staff. This Unit is responsible for monitoring case work delivery, staff performance, and measuring program accomplishments.

Functions of the Unit include:

1. Acting as liaison between state administrative staff and Federal Rehabilitation Services Administration Regional Office representatives;
2. Developing program objectives and goals in cooperation with other central office staff for rehabilitation of SSDI/SSI recipients;
3. Creating operational procedures for the SSDI/SSI programs to assure the full and effective utilization of all SSDI/SSI funds and to expand the program to serve a greater number of recipients;
4. Coordinating activities with the Bureau of Disability Determination to establish and/or modify procedures to insure a smooth running referral process;
5. Implementing and monitoring verification procedures and controls;
6. Making field visits to monitor services and advise staff on activities necessary to the accomplishment of the program objectives and goals.
7. Providing, in collaboration with the Bureau of Planning, Evaluation and Training training staff, training sessions for new counselors and quarterly "up-date" training for all special program professional staff.

II. Short-Term Objectives

(Goal Ref.)	(PL Code)
(III)	95-602 - Staff training in the 1980 Social Security Amendments relating to the Special SSDI/SSI programs.
(II)	95-602 - Review of counselor's caseloads to identify clients receiving SSDI/SSI or those who might be eligible for SSDI/SSI benefits in order to increase the number of identified beneficiaries served, which may increase future funding from Social Security Administration.
(II)	95-602 - Visitations to all 28 Social Security Administration offices located throughout the state to develop closer and better working relationships between the two agencies.

III. Evaluation

A. Status of Short-Term Objectives

(PL Code)	1978-79	1979-80	1980-81
95-602 - Staff training in the 1980 Social Security amendments relating to the special SSDI/SSI programs.	-	-	Achieved
95-602 - Review of counselors caseload to identify clients receiving SSDI/SSI or those who might be eligible for SSDI/SSI benefits in order to increase the numbr of identified beneficiaries served, which may increase future funding from S.S.A.	Achieved	Achieved	Achieved
95-602 - Visitations to all 28 Social Security Administrations Offices located throughout the State to develop closer and better working relationships between the two agencies.	-	-	In Process

IV. Resources

SOURCE	DISTRIBUTION		
	Total Personnel	Grants	Other
State	-	-	-
Federal	$49,906	-	$3,294
Other	-	-	-
Totals	$49,906	-	$3,294

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CONNECTICUT PUBLIC SCHOOLS

CONDITION OF EDUCATION 1980-81

VOLUME 2
TOWN AND SCHOOL DISTRICT PROFILES

STATE OF CONNECTICUT BOARD OF EDUCATION - 1982

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CONNECTICUT PUBLIC SCHOOLS

CONDITION OF EDUCATION 1980-81

ELEMENTARY AND SECONDARY

VOLUME 2
TOWN AND SCHOOL DISTRICT PROFILES

ANNUAL REPORT SERIES BRPE-82-10

STATE OF CONNECTICUT BOARD OF EDUCATION - 1982

STATE OF CONNECTICUT
STATE BOARD OF EDUCATION

August 30, 1982

As the Department of Education moves into the 1982-83 school year with renewed emphasis on excellence and equity in education, it is particularly appropriate that this publication should be released. Educational profiles of towns provide us with a factual basis for comparing school districts, and they therefore establish a frame of reference upon which needs can be determined and improvements can be made.

"Town Profiles" contains information compiled from the numerous sources of data managed by the Department of Education. It presents community demographics, names and addresses of superintendents, school district enrollments, summaries of program offerings, the activities of high school graduates, proficiency test results, staffing characteristics, grants, state equalization funding amounts, and local expenditures. Experience has shown that these basic details, either alone or in various combinations, can suit a multitude of different purposes and analyses.

I wish to acknowledge the dedicated efforts of local school district personnel who so carefully document and report on education in Connecticut's public schools. In addition to serving our direct management needs, the publication of these data will provide broader opportunities to review, to plan, and to make informed decisions about the future of education in our state.

Sincerely,

Mark R. Shedd

Mark R. Shedd
Commissioner of Education

MRS:dcs

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DEFINITIONS AND SOURCES

COMMUNITY DATA

County:	Connecticut's counties are: Fairfield, Hartford, Litchfield, Middlesex, New Haven, New London, Tolland, Windham.
Community Type:	Communities are identified as one of the six types defined below. The identification is based on 1976 population estimates and the proposed 1980 Standard Metropolitan Statistical Areas (SMSAs) of the United States Census Bureau. 1) Large City: A community of more than 100,000 population. 2) Fringe City: A community whose border is contiguous with a large city and whose population exceeds 10,000. 3) Medium City: A community whose population is between 25,000 and 100,000, not a Fringe City. 4) Small Town Suburban: A community within a SMSA with a population less than 25,000, not a Fringe City. 5) Small Town Emerging Suburban: A community with population less than 25,000 which is changing from rural to suburban. The communities labeled as "emerging suburban" are included in the proposed 1980 SMSAs, but were outside of the 1970 SMSAs. 6) Small Town Rural: A town outside a SMSA with population less than 25,000.
1980 Population:	The 1980 population according to the U.S. Bureau of the Census, "1980 Census of Population and Housing, Advance Counts."
1970 - 80 Population Growth Rate:	The annualized percentage change in population from 1970 to 1980.
1979 Per Capita Income:	Average personal income for 1979 according to the U.S. Bureau of the Census, "1980 U.S. Census of Population and Housing, Economic Characteristics, Income in 1979," Connecticut Census Data Center, Office of Policy and Management.
1979 Equalized Net Grand List:	The 1979 Net Grand List, appreciated to fair - market value based upon an assessment - sales ratio and the community's legal assessment rate. From "1979 Equalized Net Grand Lists," State of Connecticut, Office of Policy and Management.
Education of Population over 25 years (1970 Census Data):	Median Education: The median education in years of people over 25 years old. % Completed College: The percent of people over 25 years old who had completed at least four years of college. % Completed High School: The percent of people over 25 years old who had completed at least four years of high school.
Public School Students as a Percentage of All Children Five to Seventeen Years Old:	This percentage was calculated by dividing total public school students, "Pupil Data Report," ED-025, October, 1980 (those enrolled locally plus pupils sent out minus non - resident students enrolled locally) by all children between the ages of five and seventeen years old as reported in the "Annual Enumeration

of Children," ED-156, April, 1981. This percentage is a measure of the share of all school - age children being educated at community expense. This percentage is a rough measure only, since children who are younger than five or older than seventeen may be enrolled. School attendance is *required* from age seven to age sixteen.

SCHOOL DISTRICT DATA

Superintendent:	The name, business address and business phone of the superintendent of each school district.
Type of District:	The grades operated by the school district, e.g., kindergarten through twelve, and where the school district does not operate a high school program, the high school that the community's students attend.

DISTRICT STUDENTS

Total:		The total number of students attending district schools, '"Pupil Data Report," ED-025, October, 1980. This number includes both resident and non - resident students who attend district schools.
Minority:		The number of students identified as black, Hispanic, Asian American, and American Indian who attend district schools, excluding Project Concern students, "Racial Survey," ED-152, October, 1980.
Special Education:		The full time equivalent number (FTE) of students receiving special education services, including both handicapped and gifted and talented students and those who receive either part - time or full - time services. From "Connecticut Exceptional Child/Client Status Indicator," ED-328, December, 1980.
Economically Disadvantaged:		The number of children, ages five to eighteen, of families receiving Aid to Families with Dependent Children (AFDC). From Connecticut State Department of Income Maintenance.
Non - Resident:		The number of students who attend district schools but are not residents of the district. The district receives tuition payments for these students.
Resident Students Attending:	Vocational - Technical Schools:	The number of students, residents of the district, who attend state - operated vocational schools. From the Division of Vocational - Technical Schools.
	Vocational Agriculture Centers:	The number of locally enrolled students who attend vocational agriculture programs.
	Regional High Schools:	For towns that are members of regional high school districts the number of resident students attending the regional high school.

Out - of - District Schools:	For towns that do not operate high schools and that are not members of regional high school districts the number of students being sent to other districts for high school programs.
Out - of - District Special Education Programs:	The number of students attending special education programs outside the district, either in other Connecticut school districts or in private school programs.

% Change in ADM-Prior Year:	Average Daily Membership (ADM) is the average number of resident students educated at the expense of the local school district, calculated yearly. The percentage change, from the prior year is from 1979 - 80 to 1980 - 81.
High School Graduates, Total:	The number of students attending district schools, resident and non - resident, who graduated in 1980, "High School Graduate Follow - up," ED-158, January, 1981.
% Pursuing Further Education:	The percent of graduates attending post - secondary education programs in the fall of 1980. Post - secondary education programs include four year colleges, two year colleges, technical schools and other education programs.
% Entering 4 - Year Colleges:	The percent of graduates attending four year colleges in the fall of 1980.
% Entering Labor Market:	The percent of graduates employed or looking for work in the fall of 1980. This percent includes those who entered military service.
% Employed (in Labor Market):	The percent of those graduates, who entered the labor market who were employed full - time in the fall of 1980. This percent includes those who entered military service.

PROGRAM OFFERINGS

Courses and programs offered in Connecticut's eleven mandated curriculum areas. From "Course Offerings Survey," RS-001, December, 1981. Corresponding to abbreviations in the listings, the unabbreviated offerings are:

Arts:	General Music, Band, Orchestra, Chorus, General Art, Art History, Ceramics, Crafts, Photography, Film, Dance, Drama.
Career Education:	Career Awareness, Career Orientation, Career Exploration, Career Guidance.
Consumer Education:	Elementary Level, Secondary Level, Infused in Social Studies, Infused in Mathematics, Infused in Business and Office Education, Infused in Home Economics, Infused in Other Courses.
Foreign Language:	Chinese, French, German, Ancient Greek, Modern Greek, Hebrew, Italian, Latin, Polish, Portuguese, Russian, Spanish.
Health and Safety:	Elementary, Secondary.

Language Arts:	Remedial Reading, Developmental Reading, General English, Elective English, Honors English, College Board English, University of Connecticut Advanced Placement English.
Mathematics:	Small Group Remedial Mathematics, Regular Calculus, Advanced Placement Calculus "AB", Advanced Placement Calculus "BC", University of Connecticut Advanced Placement Calculus, Computer Programming at the Middle/Junior High School Level, Computer Programming at the Senior High School Level.
Physical Education:	Team Sports, Lifetime Sports, Movement Education, Aquatics, Dance, Fitness, Adapted Physical Education.
Science:	General Science, Earth Science, Life Science, Physical Science, Biology, Chemistry, Human Physiology, Physics, Advanced Placement Science.
Social Studies:	Anthropology, Economics, Geography, History, Government, Psychology, Sociology, Law, Advanced Placement Social Studies, Special Studies.
Vocational Education:	Agriculture, Business and Office Education, Consumer Home Economics, Distributive Education, Cooperative Work Experience - Business and Office Education, Cooperative Work Experience - Distributive Education, Cooperative Work Experience - Diverse Occupations, Health Occupations, Industrial Arts, Occupational Home Economics, Trade and Industrial, Work Study, American Industrial Arts Students' Association, Distributive Education Clubs of America, Future Business Leaders of America, Future Farmers of America, Future Homemakers of America, Vocational Industrial Clubs of America.
Other:	Driver Education, Adult Education, Adult Basic Education, Family Life Education.

EERA NINTH GRADE PROFICIENCY TEST RESULTS

The Connecticut Statewide Ninth - Grade Proficiency Test, as required by "Education Evaluation and Remedial Assistance" section 10-14n of the Connecticut General Statutes, administered in October, 1980.

Average Percent:	For the mathematics and language arts tests, the average for the school district of the percentage of items answered correctly by tested students.
Mean Holistic Score:	For the writing test, the average for the school district of the holistic writing scores of tested students. Holistic scoring is an impressionistic and quick scoring process that rates written products on the basis of their overall quality.
Mean Raw Score:	For the reading test, the average for the school district of the number of items answered correctly by tested students.

Percent at or Above SLOEP:	For each of the tests, the percentage of tested students in a school district who achieved scores at or above the Statewide Level of Expected Performance (SLOEP). The 1980 SLOEP values are as follows: 55 items correct on the reading test, 62% correct on the mathematics test, 58% correct on the language arts test, and a holistic score of 4 on the writing sample.

STAFF DATA

Total Professionals:	The full - time equivalent number (FTE) of certified professional educators in the school district. Included are administrators, classroom teachers and professional support staff, "Annual School Staff Report," TRB-3, September, 1980.
Classroom Teachers:	The full - time equivalent number of certified professionals engaged in teaching students on a regular basis. Included are elementary, secondary, special education and vocational education teachers.
Support Staff:	The full - time equivalent number of certified professionals who provide supportive services to students and teachers. Included are school counselors, psychological examiners, school psychologists, social workers, and reading consultants.
Administrators:	The full - time equivalent number of certified professionals charged with administering a school district, school, or subject area. Administrators include superintendents, assistant and associate superintendents, principals, vice principals, subject area supervisors, and administrative assistants.
Ratios:	The relationships of the categories of staff to the number of pupils or non - administrators.
Mean Age:	The average age of full - time teachers and support staff. This average does not include administrators or part - time staff.
Mean Experience:	The average number of years of teaching experience of full - time teachers and support staff in Connecticut public schools. It is based on service credits earned through the Connecticut Teachers' Retirement System.
% M.A. or Better:	The percentage of full - time teachers and support staff who have received at least a Master's degree.
Mean Salary:	The average of the contract salaries reported for full - time teachers and support staff. Payments for extra duty assignments, coaching duties or unused leave time are excluded.
Staff Cost Per Pupil:	The gross salaries of all certified personnel who are on the payroll of the school district divided by all students in district schools. Excluded are the salaries of non - certified personnel, the cost of fringe benefits, and any amounts paid for the services of professionals who are not employees of the school district.